



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, April 22, 2021

Conducted Via Remote Participation

Meeting will stream live at: <https://youtu.be/gQ56PX9WaTA>

1. Call to Order, Roll Call & Declaration of Quorum
2. Adoption of Agenda
3. Opportunity to Address the Board*
4. Comments from CSCU Interim President Dr. Jane Gates
5. Comments from Board of Regents Chair Matt Fleury
6. Approval of Previous Meeting Minutes..... Page 1
 - March 25, 2021
8. Consent Agenda
 - a. Academic Programs – Discontinuations Page 38
 - i. Paramedic Studies – AS – Housatonic CC
 - ii. Engineering Studies Concentration – BS General Studies – Charter Oak State College
 - iii. Biological Sciences: Anesthesia – MS – Central CT State University
 - b. Academic Programs – Modifications Page 44
 - i. Master of Fine Arts in Creative and Professional Writing – MFA - Western CT State University [Modification of Instructional Delivery]
 - ii. Social Services – AS – Capital Community College [Name Change to Human Services]
 - iii. Social Service Aide – C2 Certificate - Capital Community College [Name Change to Human Services]
 - iv. Social Services: Family and Child Studies Option – AS - Capital Community College [Name Change to Human Services, Family and Child Studies Option]
 - v. Social Services: Mental Health Option – AS - Capital Community College [Name Change to Human Services, Mental Health Option]
 - vi. Emergency Medical Technician: Paramedic – AS - Capital Community College [Name Change to Paramedic Studies]
 - vii. Emergency Medical Technician: Paramedic – C3 Certificate - Capital Community College [Name Change to Paramedic Certificate]
 - viii. Paramedic: Emergency Medical Instructor Option – AS - Capital Community College [Name Change to Paramedic Studies: Emergency Medical Services Instructor]

***Opportunity to Address the Board:**

Anyone wishing to address the Board of Regents must sign up at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at pheleen@commnet.edu. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. 30 minutes in total; in fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker. Students will address the Board first, followed by faculty, staff and public.

- ix. Deaf Studies – C2 Certificate – Northwestern CT Community College [Modification of Instructional Delivery]
- x. Interpreter Training Program – AS – Northwestern CT Community College [Modification of Instructional Delivery]
- xi. Master of Business Administration – MBA – Southern CT State University [Significant Modification of Courses/Course Substitutions and Addition of an Online Modality]
- xii. Spanish – 4 Concentrations: Teacher Certification 7-12, Hispanic Studies, Health and Human Service Professionals, Translation Studies – BA/BS - Southern CT State University [Significant Modification of Courses/Course Substitutions]
- xiii. School Health Education – MS - Southern CT State University [Addition of an Online Instructional Modality]
- c. Academic Programs - New Programs Page 71
 - i. Clinical Documentation Improvement – C3 Certificate - Charter Oak State College
 - ii. Business Administration: Sport Management Option – AS – Gateway Community College
 - iii. Integrative Biological Diversity – MS – Southern CT State University
 - iv. Curriculum and Instruction – MS - Southern CT State University
- d. Faculty Awards Page 82
- e. Honorary Degrees Page 91
 - i. ECSU
- f. Delegation of Authority for Conferring Honorary Degrees for 2021 Commencement Ceremonies Page 95
- g. Low Completers Report Page 96
- h. Recognizing the CSCU Phi Theta Kappa (PTK) All-Connecticut Academic Team ... Page 111
- 9. **Academic & Student Affairs Committee – Merle Harris, Chair**
Report. Items
 - a. Accreditation of Theater Arts Program – Capital Community College..... Page 113
- 10. **Audit Committee – Eleese Wright, Chair**
No Report. No items
- 11. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
No Report. No items
- 12. **Human Resources & Administration Committee – Naomi Cohen, Chair**
Report. No Items
 - Attachment A – IT Shared Services Presentation Page 117
 - Attachment B – Finance Shared Services Presentation Page 121
- 13. **Executive Committee**
No report. No items
- 14. **Executive Session** – discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee and collective bargaining
- 15. **Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, MARCH 25, 2021
CONDUCTED VIA REMOTE PARTICIPATION**

REGENTS - PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp	Y
Holly Howery	Y
David R. Jimenez	Y
Antonia Oglesby	N
Audrey Redpath	Y
JoAnn Ryan	Y
Ari Santiago	Y
Elease E. Wright	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Kurt Westby, Labor Commissioner	N
*Deidra Gifford, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Acting Education Commissioner	Y
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Dr. Jane Gates, Interim CSCU President
 Dr. Alice Pritchard, Chief of Staff/Chief of Operations
 Ben Barnes, Chief Financial Officer
 Ernestine Y. Weaver, Counsel
 Ken Klucznik, VP of Academic Affairs
 Kerry Kelley, Interim CFO, CT State Community College
 Dr. Jim Lombella, Regional President
 Dr. Tom Coley, Regional President
 Dr. Rob Steinmetz, Regional President
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

CALL TO ORDER

Chair Fleury called the meeting to order at 10:04 a.m. Following roll call, Chair Fleury declared a quorum present.

ADOPTION OF AGENDA

Chair Fleury called for a motion to adopt the meeting agenda as submitted; *on a motion by Regent Cohen, seconded by Regent Balducci, the Agenda was unanimously adopted as presented.*

OPPORTUNITY TO ADDRESS THE BOARD

In addition to the eight speakers, the Board has received three letters. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment A.

The following individuals addressed the Board:

<u>Name</u>	<u>Dept./Group</u>
Erald Shytco	ECSU Student
Anna Janni	SCSU Student
Kyle Dearborne	SCSU Student
Jacob Chamberlain	SCSU Student
Dr. Ira Robbin	SCSU Faculty
Dr. Jessica Greenebaum	CSCU Faculty
Dr. Madeleine Fugere	ECSU Faculty
Dr. Robert Whittemore	WCSU Faculty

EXECUTIVE SESSION

At 10:35 a.m. on a motion by Chair Fleury, seconded by Regent Cohen, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee and collective bargaining. Chair Fleury announced that no votes would be taken in Executive Session. Chair Fleury directed CSCU Interim President Jane Gates and Chief of Staff/Board Secretary Alice Pritchard, Regional Presidents, and Ernestine Weaver to remain with the Board in Executive Session.

At 11:07 a.m., the Board returned from Executive Session. Chair Fleury stated that no votes were taken and discussion was limited to the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee and collective bargaining.

APPOINTMENT OF CAMPUS CEO'S

Dr. Alice Pritchard, Chief of Staff and COO stated that this was the culmination of a search for 5 Campus CEOs which was launched in September 2020. Campus Advisory Committees began meeting in late October with all work done virtually. She introduced each Regional President and asked that they walk through the recommendations.

Regional President Steinmetz provided the following comments concerning the appointment of Quinebaug Valley Community College's Campus CEO:

It is my honor to recommend Dr. Karen Hynick as the CEO of Quinebaug Valley Community College. The recommendation reflects the feedback of the Quinebaug Valley Community College Campus Advisory Committee.

Dr. Hynick currently serves as the Vice President of Academic Affairs at North Shore Community College in Danvers, MA., a position she has held since 2014. Roles previous to this include being a Chancellor's Fellow, a director of P-20 and college readiness, a community college Dean of Academic Affairs & Student Support, a high school department chair, a Social Studies teacher, and a community college developmental and adult basic education instructor. Dr. Hynick received her Ed.D. in Educational Administration at Bethel University in St. Paul, Minnesota.

One example of her leadership and passion for equitable student success as a reason why we are recommending her is at a previous institution, she led a Guided Pathways implementation which resulted in increasing graduation rates by 8% and significantly closing equity gaps.

Thanks to Regent Howery for serving on the search committee. I greatly appreciate her candor, support, and clear passion for ensuring that Quinebaug Valley Community College continues to be supported by strong student-centered leadership.

RESOLUTION Appointing Dr. Karen Hynick as Quinebaug Valley Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Quinebaug Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Quinebaug Valley Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Karen Hynick be appointed to the position of Campus Chief Executive Officer for Quinebaug Valley Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective July 2, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Karen Hynick is hereby appointed Quinebaug Valley Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Dr. Hynick. On a motion by Regent Howery, seconded by Regent Cohen, the resolution was unanimously adopted. Chair Fleury congratulated Dr. Hynick.

Regional President Coley provided the following comments concerning the appointment of Norwalk Community College's Campus CEO:

I recommend Cheryl DeVonish as CEO of Norwalk Community College. She has served as Interim CEO at Norwalk since 2019 and has served as the Chief Campus Diversity Officer and the Chief Operating Officer. She received her Juris Doctorate degree from Albany Law School at Binghamton University and admitted to the New York State Bar Admission and the Connecticut Bar Admission.

Cheryl received decisive support from faculty, staff and students. Also, this recommendation reflects the feedback and support of Campus Advisory Committee and CSCU Search Committee. My thanks to Regent Aviva Budd for serving as member of the search committee and for her engaging role and her commitment to ensuring that the campus community is well served.

RESOLUTION Appointing Cheryl Devonish as Norwalk Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Norwalk Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Norwalk Community College, and
WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Cheryl Devonish be appointed to the position of Campus Chief Executive Officer for Norwalk Community College, and
WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it
RESOLVED, that effective June 4, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Cheryl Devonish is hereby appointed Norwalk Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Cheryl Devonish. On a motion by Regent Budd, seconded by Regent Wright, the resolution was unanimously adopted. Chair Fleury congratulated Ms. Devonish.

Regional President Lombella provided the following comments concerning the appointment of Asnuntuck Community College's Campus CEO:

I would like to express appreciation for the work of the Advisory Committee members and Regent Santiago. I am honored to recommend Dr. Michelle Coach for the position of CEO. Dr. Coach began her career at Asnuntuck Community College in 2010 as a Biology faculty member. In her seven years as a faculty member, she served as Science Coordinator and Department Chair. In 2014, she was the winner of CSCU Excellence in Teaching awards for both ACC and the CSCU system. In 2017, she became the Interim Dean of Academic Affairs. Michelle has served as the Phi Theta Kappa New England Regional Coordinator for six years and has been awarded numerous regional and international awards and was named a Distinguished Regional Coordinator last year. In July 2019, she was appointed as the Interim CEO of the Asnuntuck campus.

RESOLUTION Appointing Dr. Michelle Coach as Asnuntuck Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Asnuntuck Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Asnuntuck Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Michelle Coach be appointed to the position of Campus Chief Executive Officer for Asnuntuck Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective June 4, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Michelle Coach is hereby appointed Asnuntuck Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Dr. Coach. On a motion by Regent Ryan, seconded by Regent Howery, the resolution was unanimously adopted. Chair Fleury congratulated Dr. Coach.

Regional President Lombella provided the following comments concerning the appointment of Naugatuck Valley Community College's Campus CEO:

I would like to express appreciation for the work of the Advisory Committee members and Regent Harris. I am honored to recommend Dr. Lisa Dresdner for the position of CEO.

Dr. Lisa Dresdner earned her Ph.D. in English with distinction from Loyola University Chicago. She taught English for 15 years at Norwalk Community College, becoming a full professor in 2007 and serving as department chair, and Director of the Center for Teaching and Learning. In 2015, she came to NVCC first as Associate Dean of the newly merged Liberal Arts and Behavioral and Social Sciences Division, and in 2018 became the Dean of Academic Affairs and then Interim Chief Executive Officer in 2020.

A hallmark of Dr. Dresdner's work at NVCC has been her efforts to increase collaboration, resulting in her launching the International Center for the Arts.

RESOLUTION Appointing Dr. Lisa Dresdner as Naugatuck Valley Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Naugatuck Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Naugatuck Valley Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Lisa Dresdner be appointed to the position of Campus Chief Executive Officer for Naugatuck Valley Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective June 4, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Lisa Dresdner is hereby appointed Naugatuck Valley Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Dr. Dresdner. On a motion by Regent Harris, seconded by Regent Santiago, the resolution was unanimously adopted. Chair Fleury congratulated Dr. Dresdner.

Regional President Lombella provided the following comments concerning the appointment of Tunxis Community College's Campus CEO:

I would like to express appreciation for the work of the Advisory Committee members and Regent Gray-Kemp. I am honored to recommend Dr. Darryl Reome for the position of CEO.

Dr. Darryl Reome is entering his 21st year of work in higher education and built a unique background in both student and academic affairs. Dr. Reome has held several leadership positions within the Connecticut State Colleges & Universities (CSCU) System including Director of Admissions at Middlesex Community College, Director of Advising, Counseling, and Student Retention at Tunxis Community College, as well as Associate Dean of Student Affairs & Enrollment Management at Northwestern Connecticut Community College. Prior to his appointment as Interim Campus Chief Executive Officer in May 2019, he served as Acting Dean of Academic Affairs and Interim Dean of Student Affairs at Tunxis Community College.

RESOLUTION Appointing Dr. Darryl Reome as Tunxis Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Tunxis Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Tunxis Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Darryl Reome be appointed to the position of Campus Chief Executive Officer for Tunxis Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective June 4, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Darryl Reome is hereby appointed Tunxis Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Dr. Reome. On a motion by Regent Cohen, seconded by Regent Howery, the resolution was unanimously adopted. Chair Fleury congratulated Dr. Reome.

Chair Fleury congratulated all 5 new Campus CEO's and thanked all who were involved in the search. He thanked the dedicated professionals for assuming these roles at such an important time for our Community Colleges.

INTERIM CSCU PRESIDENT GATES' REMARKS

Spring COVID Update

- This spring the community colleges are reporting their COVID cases on a monthly basis. Through March 1, the community colleges confirmed that 79 positive cases were self-reported by their students, 48 of whom were attending classes on campus. In addition, 13 faculty and staff who are working on campus reported positive cases of the virus since the start of the semester on January 25th.
- The universities have administered more than 25,000 COVID tests with their residential students through last week with 100 positive cases reported.
- With the significant improvements in our state's public health measures related to the coronavirus, we are ready as a system to begin planning for full daily operations this fall. By increasing the staffing of departments and offices by late spring/early summer, we can begin to provide more on-ground services, classes, and better serve our students. Office hours and in-person meetings can also begin to take place on campus. Our campuses have demonstrated that they are safe and low risk places to work and learn.
- Dr. Gates encouraged everyone to get their vaccine as soon as it is available to them.

Budget Update/Legislative Update

- The start of the legislative session has included very productive hearings with the Appropriations Committee and the Appropriations higher education subcommittee.
- Work includes monitoring bills in the Higher Education and Employment Advancement Committee and working with our partners at the CT Conference of Independent Colleges and UCONN to weigh in on variety of bills from sexual assault and mental health challenges for students to bills only impacting CSCU, such as the merger bill.
- Dr. Gates has participated in several legislative breakfasts hosted by the community colleges. These provide a great opportunity to share updates on the colleges and the challenges our students have faced during the pandemic and to ask for continued financial support.

CT State Community College

- Presentations have been made to the ASA and Finance Committees on progress on the merger.
- The CT State Community College team is meeting regularly with staff from NECHE to continue our planning and to prepare our June progress report for the Commission.

Dr. Gates provided the following statement concerning recent AAPI racist violence:

To all members of the AAPI communities within the CSCU system, we stand in solidarity with you. I know you have been shaken by recent events, but know that we stand with you as essential members of our one CSCU community. The sad truth is that the racist violence we witnessed in Georgia on March 16, the abhorrent slaying of eight people in Atlanta, including six women, was just one tragic example of rising hatred directed at Asian Americans over the past year. And it is centuries in the making. Anti-Asian sentiment has been institutionalized in the United States - from the Chinese Exclusion Act of 1882, to the internment of Japanese Americans during World War II. But regardless of its beginnings, it has gone on long enough. CSCU stands firmly against the forces of AAPI racism, and against racism in all of its forms. We remain resolute in our commitment to civil and human rights and we will continue to call for an end to racism and violence toward all minority groups.

COMMENTS FROM PROFESSOR DAVID BLITZ, EX OFFICIO REGENT

Chair Fleury exercised his Chair prerogative to invite Professor David Blitz, ex-officio member of the Board of Regents to provide brief personal comments concerning completing and closing Students First. The full text of his statement is included as Attachment B.

BOR CHAIR MATT FLEURY'S REMARKS

Chair Fleury provided the following remarks:

My remarks are those of a community college product who remembers the names of faculty, staff and students whom I still call friends, and who remembers the halls, the classes, the work-study program and the experiences. While the format was much different, I also remember gratefully and proudly the opportunity to restart my academic career at Charter Oak State College.

Leading to the inspiration of Students First in 2017 this board received a recurring message from third party overseers, who visit our campuses and determine whether they can maintain their standing as accredited academic institutions.

- *Individuals and teams worked earnestly with what they had while contending with difficult circumstances, innovating at the local level, but sharing systemic challenges.*
- *Despite these extraordinary efforts, accreditors raised concerns about graduation rates as low as 7%.*
- *They noted student year/year retention below 50%, sometimes declining.*
- *They remarked that "lack of finances" was the top barrier cited by students.*
- *They raised concern about sufficient faculty, advisors, student support and technology.*
- *Declining state support was cited by campus administrators.*

Time and again, among twelve community colleges, these concerns were raised by our accreditors, while reserves dwindled. Tuition, the single most important worry of students, went up.

This tradition...doing what we've always done and turning to students to fund the increasing cost and declining results...was never fair to students. It's also popular to blame the state for supporting a declining share of higher education costs. But short of advocating for increased funding, which we do, the BOR does not decide whether taxpayer dollars go to child care, safety net, roads and bridges, mental health, k-12 or higher ed.

At the same time, other barriers created by our balkanized organization made it harder and more complex than necessary for students, and failed to give them the broader support they need to squeeze higher education into their demanding lives. We needed to shift resources away from parallel administration and towards student services. That's what we're doing.

Our Path

We are accountable to construct a framework that protects local access to higher ed, holds the line on tuition, and supports teaching and expanded student services. This framework needs to balance the cost of operating against the capacity of students and taxpayers to pay. The cost of operating is defined primarily by union-negotiated wages and benefits, and by the administrative structure that supports faculty and students.

So, as challenging as they are, the current negotiation of the union contracts and the ongoing community college merger will determine the cost of running the colleges and universities for the foreseeable future. Draw a straight line between those costs and the revenues we receive from taxpayers and students. When costs exceed revenue, the system is not sustainable and must either raise tuition or cut services, unless there's a better way to spend \$1.2 billion a year.

The Contract

Our representatives will continue to negotiate in good faith and abide by the closed door ground rules to which we agreed, despite the fact that others have disregarded those norms in efforts to undermine our position and our team. However, the Board has a right and obligation to the public to express our situation and our intent: We seek a reasonable agreement that enables our management team, including the campus leaders who helped craft our proposals, to provide excellent education and services that students can afford and that can be sustained in every community.

Our negotiation team is guided by a set of principles: We serve our students first and foremost; we focus on ensuring affordable access to a quality education for students with a focus on our underserved students; we work to create an operational and educational environment that ensures we meet or exceed accreditation requirements; we support fair pay, equity and tools necessary to serve our students and ensure their success.

We listen. As a matter of good governance and shared governance, we have heard faculty concerns about our initial teaching load proposal and set it aside. That said, we will continue to prioritize instruction of students, and to advance the key wage and managerial drivers that impact cost to taxpayers and students.

There've been claims our contract proposal puts accreditation at risk. The board will not support a contract that places accreditation or shared governance at risk. Rather, we seek to eliminate one of the most consistent concerns raised by our accreditors when they assess our institutions: our precarious financial position. That is the accreditation risk of our time.

Students First/CT State Community College

The ongoing merger of our community college administrative structure and implementing Guided Pathways - a suite of policies, including increased student advising services - is not a contractual matter and it is not part of those negotiations. However, it is critical to the future of our colleges and universities and our students. Our schools cannot achieve this individually. But we can bring cohesion to all of our resources and talents to ensure a brighter future for our colleges and our students.

This plan replaces twelve parallel full campus administrations with a smaller shared administration, and uses some of the savings to expand services for students on every community college campus.

This reduction in the cost of administration allows us to hire 175 more student advisors, all located at campuses and serving local students. Where 750 students today compete for the time of one advisor, that advisor will soon serve just 250. Guided Pathways policies and practices are a proven way to ensure students have a high-quality education that meets their needs. Connecticut students deserve that.

The Board aims to bring continuity and seamlessness to everything from enrollment to curriculum. Curriculum is being designed by qualified faculty who are committed to their work and their students. By aligning programs, we make it easier for students to take classes at multiple campuses and to transfer more easily to our universities, Charter Oak and private institutions in our state. Curriculum decisions are still in the hands of faculty as they work together to meet the needs of our students and employers.

We are already saving significant money through the consolidation, which gets repurposed for student services and relieves pressure on tuition. None of that is coming at the expense of teaching faculty. Since 2018 we have achieved \$35 million in cost reductions, almost all have been through voluntary attrition among non-teaching professionals. No faculty positions have been eliminated as part of this plan. Having said that, as colleges struggle to meet their budgets because of enrollment drops, positions are left vacant. Our investment in advising can directly help to retain enrollment and therefore, support the case for faculty positions at our colleges.

Tuition

As part of the framework we are creating, this Board will not entertain a tuition increase for our students this year. This decision is easy in principle, but difficult in practice. It is our policy goal on which we will act today. With all the interests, constituencies and voices we hear in a complex organization, it has risk:

- The community college consolidation could be blocked or reversed, and all the savings it has and can achieve will be lost.*
- The state can reduce its share of the funding that supports Connecticut's state colleges and universities, forcing unplanned cost reductions or tuition increases.*
- Labor contracts, which drive 85% of total expenses, could cost more than can be sustained, forcing tuition to go up.*
- The effects of the pandemic on student experiences and higher education could last longer and be more dramatic than we anticipate, so that even our federal help won't be enough to weather COVID and its aftereffects.*

Our strong position against a tuition increase depends on these things. We must continue to shift limited resources from management to student services and teaching; we must have a fair and workable contract that supports great teaching but carefully manages expenses; we must have sufficient funding from the state; and we must have a continued recovery from the pandemic.

These are the ideals behind everything the Board of Regents has been doing and continues to do:

- A more student-oriented infrastructure and way of operating that respects the budgets, time and life-wide demands facing students of all backgrounds.*

- *A much accelerated contribution to the career prospects of individuals and talent needs of employers.*
- *An end to the assumption that we throw up our hands about costs and expect more money from taxpayers and students to cover the gap.*
- *An organization that moves resources away from administration and towards student services as a share of total expenses.*

We seek partnership with our talented faculty and staff and our political leadership to place students at the center of all these determinations.

APPROVAL OF PREVIOUS MEETING MINUTES

Chair Fleury made a friendly amendment to the minutes of the February 2021 BOR meeting as requested by Prof. David Blitz to correct his title as Vice Chair of the Faculty Advisory Committee and Colena Sesanker's title as Chair. These titles were reversed.

On a motion by Regent Balducci, and seconded by Regent Wright, the February 18, 2021 meeting minutes as amended were approved after a unanimous voice vote.

CONSENT AGENDA

Chair Fleury called for a motion on the Consent Agenda. *On a motion by Regent Cohen, seconded by Regent Balducci, the Consent Agenda was unanimously adopted.*

Academic Programs

Discontinuations

Introduction to Manufacturing (Level 1) - C2 Certificate - Three Rivers CC
Business Office Technology - AS - Tunxis CC
Business Office Technology - Medical Option - AS - Tunxis CC
Business Office Technology-Medical Option-Health Information Technology - C3
Certificate - Tunxis CC
Business Office Technology- Office Applications - C2 Certificate - Tunxis CC
Business Skills - C2 Certificate - Middlesex CC

Accreditation of a Licensed Program

Health Informatics- MS-Charter Oak State College

Modifications

Social Service - AS - Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]
Social Service - C2 Certificate - Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]
Hospitality and Tourism - BS - Central CT State University [Change of Program Name]
Recreation and Leisure - MS - Southern CT State University [Change/addition of Modality]

New Programs

Physical Activity and Chronic Disease - MS - Southern CT State University
Tourism, Hospitality and Event Management - BS - Southern CT State University

Honorary Degrees

Charter Oak State College
Housatonic Community College
Southern CT State University

2019-20 Academic Program Review Submittal

RESOLUTIONS APPROVED ON CONSENT

Discontinuations:

Introduction to Manufacturing (Level 1) - C2 Certificate - Three Rivers CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Introduction to Manufacturing (CIP Code: 15.0613 / OHE# 15307) leading to a C2 Certificate at Three Rivers Community College, effective May 2022.

Business Office Technology - AS - Tunxis CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology (CIP Code: 52.0401 / OHE# 001739) leading to an Associate of Science at Tunxis Community College, effective May 2023.

Business Office Technology - Medical Option - AS - Tunxis CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology - Medical Option (CIP Code: 52.0401 / OHE# 007607) leading to an Associate of Science at Tunxis Community College, effective May 2023.

Business Office Technology-Medical Option-Health Information Technology - C3 Certificate - Tunxis CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Health Information Technology (CIP Code: 51.0713 / OHE# 007612) leading to a C3 Certificate at Tunxis Community College, effective May 2023.

Business Office Technology- Office Applications - C2 Certificate - Tunxis CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology Office Applications (CIP Code: 52.0401 / OHE# 001880) leading to a C2 Certificate at Tunxis Community College, effective May 2023.

Business Skills - C2 Certificate - Middlesex CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Skills (CIP Code: 52.0101 / OHE# 015104) leading to a C2 Certificate at Middlesex Community College, effective May 2022.

Accreditation of a Licensed Program

Health Informatics- MS-Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Health Informatics (CIP Code: 51.2706 OHE # 019350) leading to a Master of Science at Charter Oak State College for a period of seven semesters from initial accreditation.

Modifications:

Social Service - AS - Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Social Service (CIP Code: 44.0701 / OHE# 000317), specifically modification and substitution of courses and change of program name - leading to an Associate of Science at Manchester Community College.

Social Service - C2 Certificate - Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Social Service (CIP Code: 44.0201 / OHE# 001861), specifically modification and substitution of courses and change of program name - leading to a C2 Certificate at Manchester Community College.

Hospitality and Tourism - BS - Central CT State University [Change of Program Name]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Hospitality and Tourism (CIP Code: 52.0901 / OHE# 004091), specifically a change of program name - leading to a Bachelor of Science at Central Connecticut State University.

Recreation and Leisure - MS - Southern CT State University [Change/addition of Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Recreation and Leisure (CIP Code: 31.0101 / OHE# 000655), specifically a change in modality from on ground to hybrid as well as the addition of online modality - leading to a Master of Science at Southern Connecticut State University.

New Programs:

Physical Activity and Chronic Disease - MS - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Physical Activity and Chronic Disease (CIP Code: 26.0908, OHE# TBD) - leading to a Master of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

Tourism, Hospitality and Event Management - BS - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Tourism, Hospitality, and Event Management (CIP Code: 52.0901, OHE# TBD) - leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

Honorary Degrees

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities.

Honorary Degree Nominations for 2021 Commencements

<u>Institution</u>	<u>Nominee</u>	<u>Commencement</u>
Charter Oak State College	David Henderson	
Housatonic Community College	Cynthia R. Bigelow	
Southern Connecticut State University	Larry Bingaman Jodi Earle Eddy	

2019-20 Academic Program Review Submittal:

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institution for the 2019-20 academic year, with the requirement that further institutional recommendations regarding the dispositions of those programs deemed to be low completers be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy.

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Regent Harris provided the following report:

- At the March ASA meeting, the Committee had a presentation on the Alignment of Math and English - or ACME. This was an opportunity for professional development for Committee members prior to reviewing an ACME policy proposal. They were briefed by Jeremy Martin from the Dana Center at the University of Texas, Austin and Gretchen Schmidt from the National Center for Inquiry and Improvement. The presentation focused on math. There is a YouTube link in the agenda to the presentation. The presentation focused on national best practices in developmental education reform. Three things are happening in math curriculum that are showing results:
 - Corequisite support - this means that instead of enrolling in a developmental non-credit course, students enroll in a Gateway Course, the first required math or English course and students with deficits receive additional support.
 - Primary placement is based on a student's GPA and not scores on a placement exam.
 - In mathematics, students take courses that align with their career goals. Only students in STEM or related fields are required to take college algebra in preparation for calculus.
- About 30 states are recommending or requiring this approach because a higher percentage of students actually pass Gateway English and Math under the co-requisite model. Our example is the Tennessee BOR which fully implemented this approach in 2015-16. The Pathway differs based on the student's career path.
- Research is also showing that the high school GPA has a much stronger correlation to success in college than standardized placement tests.
- This is an equity issue. Our data shows that in CT, our minoritized students have lower pass rates in Gateway courses. This means they never can earn a degree. We have been changing our approach to developmental education since the passage of PA 12-40. We have seen improvement as we offered co-requisite courses to student who seem close to being ready for college-level work. However, we have not allowed riskier students to do this. We are creating artificial barriers for many of these students.

The Co-requisite approach, coupled with Guided Pathways, provides a roadmap for students on the path to a degree. More information will be presented about the actual policy at a future meeting. This has been under discussion for many months and there has been faculty involvement. Faculty worked on the policy and it was circulated widely in the fall resulting in many comments. Many draft policy revisions reflect those recommendations. Regent Harris and Balducci will meet with Colena Sesanker, David Blitz, and others to further discuss ACME.

FINANCE & INFRASTRUCTURE COMMITTEE

Regent Balducci reported:

On March 10, the Finance and Infrastructure Committee met. The committee received two information reports and acted on a tuition and fee proposal.

- The first information item was an update on the community college merger. Given the importance of this work, Kerry Kelley, the Interim CT State Community College CFO, provided the full Board with a summary version of that report (Attachment C)
- The second information item was concerning the federal stimulus funds that have been provided to CSCU institutions. The day after the Finance committee met, President Biden signed the American Recovery Plan Act, which will provide our institutions with a larger, third round of stimulus.
- Including an estimate of the value of that third round, CSCU will receive approximately \$350 million that can be used for expenses between March 2020 and September 2023. Of that \$350 million, \$150 million must be paid to students, while the remainder can be used for lost revenue, pandemic expenses, and recovery efforts.
- Including payments that are being sent out the week of March 22, nearly \$60 million in grants to students have been provided. Further updates will be provided in the coming months.

The Committee also approved for full Board consideration a one-year tuition and fee plan for the colleges, universities and Charter Oak. This proposal calls for freezing tuition and most fees at all CSCU colleges and universities, in recognition of the financial hardship that the pandemic has brought on our students.

- One fee that is proposed to change is the UPASS fee, which we increase from \$20 per semester to \$40 to meet the requirements of DOT to continue this program. Several smaller fee adjustments are proposed for the individual universities - reducing or eliminating on-line fees, and in the case of Central, reducing and restructuring meal plan fees.
- Overall, this package will preserve our affordability and our competitive position as the most affordable options for Connecticut students to pursue a degree or certificate. This is especially important now, given the profound disruption to our students' lives that the pandemic brought on. In the long run, we can only maintain this kind of tuition discipline if we can control our operating costs and maintain state support.

Action Item: CSCU Tuition and Fees FY 2022

WHEREAS, The Board of Regents for Higher Education ("BOR") pursuant to Connecticut General Statute section 10a-6(a)(3) establishes tuition and fee policies for the institutions that comprise the Connecticut State Colleges & Universities ("CSCU"); and

WHEREAS, The BOR in accord with Connecticut General Statute section 10a-77(a), shall fix fees for tuition at the regional community colleges and shall fix fees for such other purposes as the Board deems necessary at the regional community colleges; and

WHEREAS, The BOR in accord with Connecticut General Statute section 10a-99(a), shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the state universities; and

WHEREAS, The BOR in accord with Connecticut General Statute 10a-143(e), shall fix fees at Charter Oak State College and shall fix fees for such other purposes as the Board deems necessary; and

WHEREAS, CSCU colleges and universities have worked to meet the needs of students through the COVID19 pandemic but have nevertheless seen drops in enrollment and on-campus housing demand which are of urgent concern to the system, and

WHEREAS, CSCU has been successful in achieving savings in the community colleges through attrition of non-academic positions based on the Students First plan; and
WHEREAS, The State Universities have been successful at controlling costs yet still must fund wage increases and other expenses necessary to ensure the high quality of the education they provide to students, and
WHEREAS, Charter Oak State College has seen marked improvements in its fiscal position and enrollment over recent years and has maintained stable enrollment through aggressive marketing and outreach to students, and
WHEREAS, CSCU remains committed to access and affordability, and is reflecting that commitment with the launch of Pledge to Advance Connecticut (“PACT”), Students First, and Guided Pathways, all of which are anticipated to grow enrollment across the system while improving outcomes for students, and 03/10/2021 Finance and Infrastructure Agenda Packet Page 16 of 33, and
WHEREAS, the proposals for tuition and fees as presented were developed through discussions among stakeholders, including campus leaders, who arrived at the consensus that CSCU is best served by freezing tuition and mandatory fees at our institutions, therefore be it
RESOLVED, That the FY2022 rates reflected on the attached report and schedules are effective at each community college, state university and Charter Oak State College as appropriate, and be it further
RESOLVED, That CSCU may implement the Transportation Fee at any of the remaining non-participating campuses based on transportation service improvements and in concurrence with campus leadership, and be it further
RESOLVED, That the President of CSCU in facilitating Board-approved policies, may make limited and necessary adjustments to tuition and fees to conform with these policies, provided that the adjustments shall not increase the combined cost of tuition and fees as established by the BOR, so as to not increase costs to students, and that said adjustments will be promptly communicated to the Finance and Infrastructure Committee of the Board for their review, and be it further
RESOLVED, that said rate adjustments may be reconsidered by the BOR should circumstances warrant.

A motion to approve the resolution was made by Regent Balducci and seconded by Regent Ryan.

Dr. Sesanker’s comments (Chair, FAC) concerning financial projections for the Students First initiative and the involvement of the faculty were recognized by Chair Fleury. Future meetings will take place to continue this partnership.

The resolution was approved with 8 yes votes and 1 abstention (Student Regent Redpath)

ADJOURNMENT

On a motion by Chair Fleury, seconded by Regent Cohen, Chair Fleury declared the meeting adjourned at 12:35 p.m.

Submitted,

Alice Pritchard
Secretary of the CT Board of Regents for Higher Education

Attachment A
Letters from the Public

Good morning,

I am speaking today on behalf of Dr. Andrea June, Associate Professor in the Department of Psychological Science, who could not be here today but wrote the following, with the goal of impressing upon you the value and need for a clear commitment from the BOR to support an ombudsperson. She writes...

As a clinical psychologist, I can assure you that conflict in human relationships is unavoidable. We are complex individuals and even two well-intentioned people entrenched in opposition can create significant dysfunction—in a marriage, a family, a health care team, a department, or a university. Within higher education, an ombudsperson or conflict resolution specialist not only enhances well-being among faculty, staff, and students, it also has financial implications. *Everyone* benefits.

The CSU system should be at the forefront of the growing movement of alternative dispute resolution services within higher education. As researchers have pointed out, services by an ombudsperson such as informal consultations, mediation, problem solving, and leadership training are closely aligned with the vision, mission, and values of a modern university that emphasize community, inclusiveness, diversity, collaboration, and communication (Katz, Sosa, & Kovack, 2018). At CCSU, my academic home, we are constantly talking about being a family. Families argue. They hurt each other's feelings and sometimes need objective and impartial help to bridge the divide—find the common ground and re-establish respect. The CSU system shows its respect by acknowledging this need within its organization, as many other universities have done already, and not allow any campuses in the CSU system to opt-out because of a misplaced belief that it is an unnecessary cost.

The cost and effects of poorly managed conflict is often cited as one of the largest reducible costs in organizations, contributing to the exorbitant cost of legal cases, worker absenteeism, turnover rates, and large attentional demands on managers and HR departments. An ombudsperson trained in conflict resolution skills can effectively deal with the substantive, procedural, and interpersonal issues at the core of most workplace disputes. As Katz and colleagues argue, "it is particularly appropriate for navigating the institutional complexity of coalitions, departments, and divisions," which aptly describes our universities. Our Deans have other important work to do and do not have the time or training.

As you, the BOR, are charged with safeguarding both the people in this system and the future financial solvency of this system, an independent ombudsperson accomplishes this shared purpose.

Respectfully submitted,

Dr. Andrea June
Associate Professor, Department of Psychological Science
Central Connecticut State University

Reference:

Katz, N. H., Sosa, K. J., and Kovack, L. N. (2018). Ombuds and conflict resolution specialist: Navigating workplace challenges in higher education. Journal of the International Ombudsman Association. https://ioa.memberclicks.net/assets/docs/JIOA-2018-1_Ombuds-and-Conflict-ResolutionSpecialists_Katz-Sosa-Kovack_PDF.pdf

At a time when we are physically divided by the pandemic and politically divided across the country, we would have hoped that our system leadership would not have wanted to divide us further. Yet, in her published comments to the Connecticut General Assembly Appropriations Committee on 3/4/21, the CSCU Interim President stated:

'We respect and value that our bargaining units put forth proposals that advance the interest of their members by advocating for increased wages, decreased workloads, and more flexibility for faculty. Likewise, our team put forward proposals which we believe will best serve our students, their families, and our institutions, by holding cost increases down to keep tuition and fees affordable, and to allow for more flexibility for our institutions in these unpredictable times.'



Dr. Jane Gates, Interim President, Provost and
Senior VP for Academic and Student Affairs
Connecticut State Colleges & Universities
Before the Appropriations Committee
March 4, 2021

These comments are unfair, insinuating, divisive and for these reasons, non-collegial.

They suggest that AAUP is not advocating for our students. Of course, we are – we always do. The comments above are a misrepresentation.

Recall, students and faculty are the collective front-line. Everything faculty do on the job is directly or indirectly in support of our students. **Faculty are the system's core mission providers.**

Like all CSU professors, I do much more than my contract requires, because I love my job and am dedicated to it. In addition to my teaching duties, I annually supervise and mentor research students, serve as faculty advisor to our honor society, run global field courses to places like Iceland, Idaho and Arizona, co-Chaired the campus-wide Employability Council, and served as Department Chair, Department Senator and on many other campus committees. I also stay current in my field and ensure that my teaching is up-to-date and relevant. I publish 2-3 papers every year in front-line international journals and present at international conferences. I am at the leading edge of my field and I practice what I preach.

The BOR and CSU Faculty should come together on common ground. We all want our universities to survive and thrive, and serve our students, communities and state economy. However, with respect to the new contract negotiations, **the BOR had a choice to be our advocates or our adversaries, and sadly chose the latter.** As they say in British soccer, this was a spectacular own-goal. The BOR's proposed contract is damaging to faculty and students and will downgrade the 4 CSUs. It is a false economy.

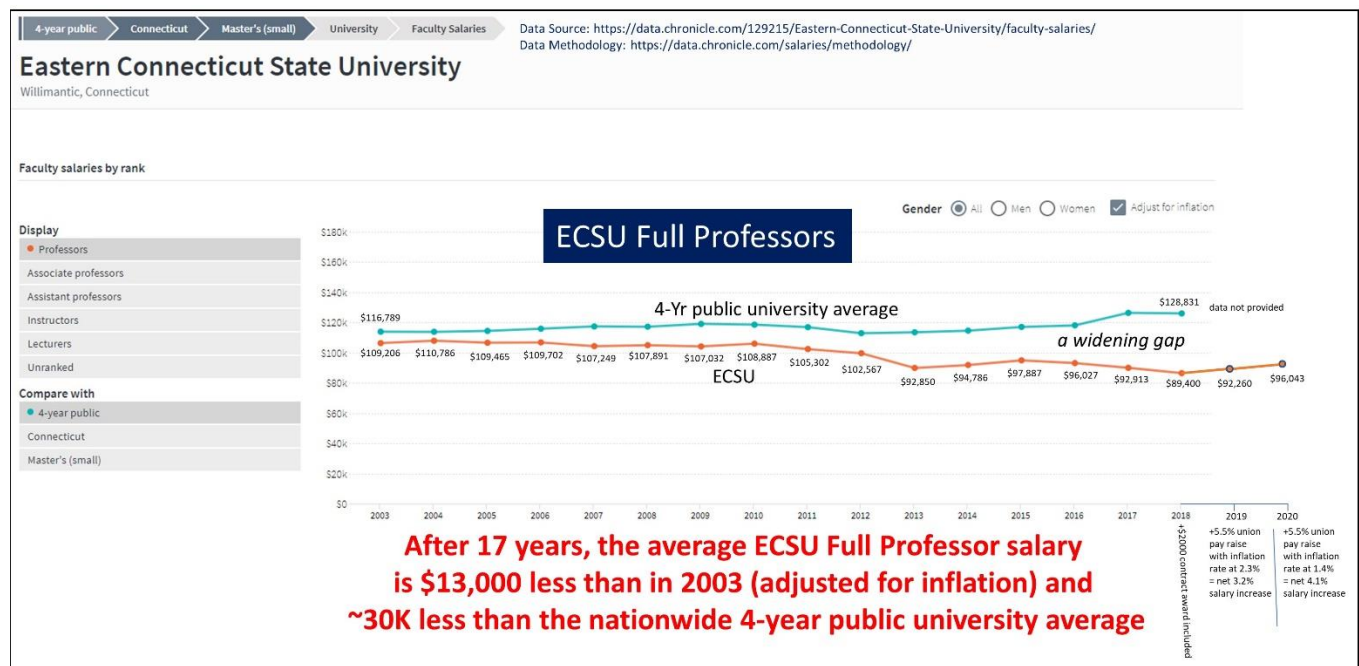
Despite some recent concessions, the proposed BOR contract as it currently stands will nullify Eastern's prospects for re-accreditation, because it seeks to erode or eliminate academic freedom and shared governance, which are established principles required for accreditation. Two examples from NECHE's published Standards of Accreditation that are repeatedly challenged in the BOR's proposed contract are worth citing in this respect:

3.15 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

6.12 The institution protects and fosters academic freedom for all faculty regardless of rank or term of appointment. (source: <https://www.neche.org/resources/standards-for-accreditation>)

Despite the pandemic and associated system losses, Connecticut's fiscal outlook has recently improved with revenue projections for the coming two years skyrocketing by almost \$1.7 billion and Congress expected to provide \$4.2 billion to Connecticut, including more than \$2.6 billion for state government that the Legislature will largely decide how to spend. It is my understanding that BOR members, previously selected by the Governor and Legislature for their experience and leadership qualities, are well connected and have clout and influence. One would hope that as the fiscal landscape has now improved in Connecticut, that the BOR would redouble its efforts to sustain and build the Connecticut State Universities through renewed advocacy. Corporate-style stretch goals are risky for under-resourced organizations (c.f., D. Jimenez, 10/6/20 BOR meeting comments), but if the BOR chooses to apply the concept, why not do it favorably and ambitiously – for growth and reinforcement, not evisceration and reputational damage. Damaged reputations are not easily rehabilitated.

Note that all CSU faculty salaries have declined relative to inflation for the last 17 years and are significantly below the national average for 4-year public universities. This is a 17-year drop in purchasing power for faculty working in the third wealthiest state in the country. See one example below:



One would expect that in these challenging times and in the interests of collegiality – a concept notably emphasized in the BOR contract proposal and in the BOR's prior public comments, that all employees of CSU including its administrative leadership would make equal sacrifices (furlough days, salary clawbacks, etc.) in the interests of maintaining student affordability. This is a reasonable expectation, because collegiality within any organization is underpinned by teamwork, fairness, and shared sacrifice.

Yours sincerely,

Dickson Cunningham

Professor of Environmental Earth Science, ECSU

2019 ECSU Distinguished Professor

Personal Webpage: <https://www.easternct.edu/cunninghamw/index.html>

Dear Members of the CSCU Board of Regents:

I am submitting written testimony because I was not one of the eight individuals selected to address you publicly today.

Eight. Three minutes each. That's twenty-four minutes of feedback per month from a system that currently enrolls 85,000 students and employs well over 12,000 faculty and staff.

Last month, I was happy to see that you allowed all of those who signed up (albeit before the 24 hour deadline) to speak. Last month those speakers provided testimony about the need to protect the core missions of the universities and colleges. It was heartfelt and sometimes made you uncomfortable. It took fifty-one minutes.

Chairman Fleury has remarked on several occasions that the Regents are volunteering their time. I would suggest that if the members of the Board find they do not have more than 24 minutes once per month to listen to the students, faculty and staff whose educations and livelihoods they oversee, then perhaps the obligation is too much and should be passed on to someone else.

I am a member of the faculty at SCSU, concerned as are my colleagues, about the destructive contract proposals put forth by this Board. I will continue to do what I can to voice my opposition to those proposals because I know from twenty-three years of experience as an educator at Southern that they will diminish my ability to give my students the education that they deserve and that they and their families are sacrificing to make possible.

My colleagues and I have been trying to communicate with you, to explain what it actually takes to challenge and support our students so that they can set high goals for themselves and meet them, but you don't seem interested in listening. We joined with three other constituencies and requested a meeting with President Gates soon after she was appointed to the interim position to discuss a shared vision for the future of the system, to try to find a way forward. She declined to meet with us.

We will continue to find ways to communicate about our students, the shared values of our profession, and our commitment to the distinct core missions of the Universities and Colleges. You likely received some postcards that asked you to think about those concerns. Here they are again, in case you missed them.

Academic Freedom:

Do you really want to eliminate core safeguards of academic freedom typical of leading and accredited universities? Do you want to oversee institutions that are universities in name only?

Technical innovations, solutions to social problems, scientific advances, cultural production and art are impeded when administrators control who studies what. They are achieved when faculty have the **academic freedom to pursue the truth** wherever that might lead.

Shared Governance:

How will we attract and retain students if those who work most closely with them don't have a voice about the future of their learning? How will accrediting bodies view such a university system? And why would highly qualified professors, librarians, counselors, coaches and trainers want to work there?

Let's leave the corporate arguments about “efficiency” for corporations. If Connecticut students deserve a university system that provides a cutting-edge education, then **educators must have a meaningful role in shared governance.**

Connecticut State University students deserve an excellent education that cultivates their full potential. Our work inside the classroom and out is essential to students' development and to our integrity as professionals. Our contract should reflect that.

Collective Bargaining:

Our working conditions are our students' learning conditions. In a university system committed to social justice, those conditions should advance the goal of a fair and equitable society.

Through negotiations, CSU-AAUP seeks to make real and lasting progress toward racial and gender equity in salary and benefits; to bring all members of our university community job security; to ensure our health and safety in the classroom, in the lab, in the studio, and on the field; and to meet the needs of 21st-century families.

The Collective Bargaining Agreement between CSU-AAUP and the Board of Regents must continue to provide the framework for representation and shared problem solving that ensures an excellent educational experience.

Our students deserve nothing less.

Sincerely,
Cynthia Stretch



Dr. Cynthia Stretch
sbe/ber
English Department
Southern Connecticut State University
New Haven, CT

Good morning. Thank you for the opportunity to speak to you today.

I am Dr. Sue Holt, a CCSU part-time faculty member.

My colleagues, full and part-time faculty members, and I work diligently to provide a well-rounded education to our students. One that provides facts and inspires critical thinking.

However, part-time and contingent faculty are poorly paid, although we comprise 59% of the faculty the CSU system.

We receive a small fraction of the pay of full time faculty members who have similar credentials, do similar work and have similar longevity.

It is fair and extremely important that we receive equitable pay.

We do not accrue to sick leave

If a part-time faculty member is ill, a choice must be made to teach or lose the day's wages.

Faculty members have come to class with fevers so that they would not lose the low wages that they earn.

It is fair that part-time faculty members accrue sick leave and have access to the sick leave bank.

Part-time faculty members, according to our contract cannot earn 9 hours of teaching in the CSU system.

Nine hours of course credits are needed for health insurance reimbursement. A part-time faculty member must go outside the CSU system for the state health insurance reimbursement. This is not required of full time faculty who get health insurance within one branch of the system.

To be fair part-time faculty should be allowed to get 9 credit hours of teaching in the CSU system.

There is no such thing as job security in part-time teaching in the CSU system.

I have been willing to teach in the system each semester for 17 years.

Yet, I was told this semester that I would not have a course to teach.

That would wipe away my chance at health insurance reimbursement for the semester (I teach two courses at UConn).

Just before this semester began, one beloved full time faculty member died, and another took a necessary leave of absence. Due to these events, I was offered one course at Central.

It should not take catastrophic conditions for receiving a course offer in the CSU system

For fairness, multi-year contracts, job security, should be offered to part-time faculty who have taught for many years and earned the contracts.

I have only been teaching at UConn since 2015 and yet, have a long-term contract there.

To be fair to CSU part-time faculty members the new contract should increase their pay to an equitable amount, let them accrue sick days and have access to the sick bank, permit them to teach 9 credit hours within the CSU system to afford them state health insurance, and provide multi-year contracts that offer job security.

Thank you,

Dr. Sue Holt

CCSU

Attachment B
Dr. David Blitz Remarks to the BOR
March 25, 2021

Completing and Closing Students First
David Blitz, ex-officio member of the Board of Regents of Higher Public Education
March 25, 2021

Two recent events prompt me state explicitly what I – and I should add personally – have been thinking for some time: (1) At the last Finance and Infrastructure Committee meeting BOR member David Jimenez asked what the faculty objections to SF are; I provided my point of view and we had an interesting and I think positive discussion as a result; (2) a recent CSCU brochure Putting Students First, prepared by outside consultant Christopher Baldwin, in consultation with two System Office senior staff **stated** (on p. 16) that critics of SF have not proposed any alternatives. As one of those designated as a critic without an alternative, here is mine:

All plans have to have a beginning, a middle and an end. Students First (SF) began in 2017, and has now, in my view, after nearly four years, exceeded its useful lifetime. A key feature of SF is consolidation, and I agree that consolidation is needed – just not the kind envisaged by the plan. I’ve stated on a number of occasions my view that we need to review and revise SF, identify its strengths and weaknesses, learn from its accomplishments and failures; to which I now add: and move to its *completion and closure*.

- (1) Firstly, let me deal first with its accomplishments that are likely to remain and need to be further consolidated if they are to be effective in reducing costs and increasing equity, which are not immediate and spontaneous results of these changes:
 - 1) *Transforming campus Presidents into CEOs*: The main advantage of this is not the minimal salary savings, which are small in comparison to overall SF costs, but rather facilitating sector wide community college leadership in developing institutional cooperation for redistribution of budgets in the interests of equity, and sharing of services for cost savings.
 - 2) *Naming three regional Presidents*: Connecticut is known as the state of 169 towns and municipalities, and averse to regionalization. The establishment of regional leadership at the community college level could be a model for rest of the state – if it is done economically and wisely, as an intermediary level between the central administration (where budget is allocated) and the local, campus level (where courses are designed and taught).
 - 3) *Establishing an interim Community College system or sectorial leadership*: Section 185 (10-1) of the state statutes establishes three sectors in part (2) of section 10a: the technical-community college system (comprising 12 institutions), the state college (Charter Oak), and the state university system (the four CSUs). The recent naming of an interim President, Provost, CFO, Vice-Presidents and support staff provide the basis for a System office for the community college system separate from that for the CSUs, and indeed, soon to be physically housed apart (in New Britain).

I should note that all three accomplishments have been made within the context of the existing accreditations of the 12 community colleges.

- (2) Secondly, let me next deal with the significant problems that I identify:
 - 1) *Over-centralization*: The plan has resulted in a significant over-centralization, not just of budget, but of control, including control over curriculum. Though we may disagree on the interpretation of Shared Services, it is now clear that the central level of the system directly uses or controls \$69 million, a total greater than the budget of any community college.
 - 2) *De-localization*: The plan envisages what I term a “de-localization”, by persisting in calling for the elimination of the accreditation of the 12 community colleges and their merger into one, despite clear opposition by faculty and local constituencies, concerns expressed by NECHE, and possible obstacles at the level of federal student aid if all colleges are merged into one federal aid number.
 - 3) *Loss of faculty control of curriculum*: The plan has resulted in diminishing to a dangerous degree faculty control over curriculum. Teaching occurs in the classroom not on Woodland St, and faculty are the curriculum experts. The numerous awkwardly named and overly-fluid transitional committees have not

respected faculty expertise or institutional governance, and have alienated faculty by top-down tactics unresponsive to and even disrespectful of faculty concerns.


- (3) Thirdly, let me deal with the issue of three on-going projects, one of which precedes SF and has been hampered by SF's unilateral focus on alignment and consolidation, one of which is just being proposed and needs time to determine its value, and one which already shows significant problems.
 - 1) The first is *Transfer Articulation (TAP)*, to ensure "seamless" transition of Community College graduates to majors and general education programs at the CSU and other universities. This project, undertaken before Students First, has been relegated to the sidelines to the point that its coordinating council is inactive, only several hundred have completed it and is in need of significant updating as to content. It is clear that faculty (through the FAC) will not participate in this program so long as it is seen as a "model" for top-down campus consolidation and curriculum alignment. Yet it is obviously beneficial to students at both the colleges and the universities.
 - 2) The second is the *Guided Pathways* project, which provides for additional advisors using "holistic case management" and which is being implemented in a trial basis at three community colleges. This needs to be evaluated in the next several years as it is rolled out, including more data on the effectiveness of newly hired professional advisors, the likelihood of students following up their initial meetings, and the degree to which they complete their academic plans.
 - 3) The third is the *Curriculum Alignment*, supposedly so that there is one system-wide curriculum. So far, just one or a few of the many hundreds of programs has been fully aligned, and the deadline for all is both unrealistic and unnecessary. The current plan calls for hasty "endorsement" (within a few months) of curricular plans written without sufficient consideration of the complexities involved. Curricular alignment for its own sake will not result in the desired end of greater equity, and may well hamper local adjustments to meet specific student and area needs.
- (4) My own conclusions, which are individual to me but based nonetheless on listening to faculty at meetings for the last four years, the last year as Chair and now Vice-Chair of the Faculty Advisory Committee are:
 - 1) Revitalize the TAP program as a project independent of SF, using the FAC as the basis for a faculty run council to update and expand the program in concert with relevant System Office staff;
 - 2) Specify clear metrics to evaluate the success or apply correctives to the Guided Pathways project, to be made independent of SF and coordinated with the preceding TAP project;
 - 3) End the transitional consolidation and alignment committees, but develop, in post-SF period, a mechanism for coordinating faculty in disciplines across the campuses (for example, by regular conferences now made possible through online meeting technology), with due respect for existing departments and department chairs elected by and responsible to faculty.
- (5) The argument for continuing SF is flawed for a number of reasons:
 - 1) There are no real cost savings, only increased budget to the central level at the expense of funding for the campuses where teaching occurs;
 - 2) Equity, and in particular closing the achievement gap is not advanced by aligning curriculum into a "one size" fits all, irrespective of local differences in student clientele (by socio-economic and racial-ethnic status) and area needs (both business and social);
 - 3) Top-down management and micro-management by the System Office and Board of Regents stifles faculty creativity and initiative, and for three years has locked both sides in a futile and fruitless conflict.

- (6) This leads me to a further consideration: With the establishment of a central community college system leadership (the interim group of provision President, Provost, CFO and Vice-Presidents), the three regional Presidents, and the designation of the physical local for the Community College System Office (New Britain), a split with the Woodland System Office is imminent.
- 1) The New Britain System Office for the Community College System and the Woodland St. Office for the CSU System should be focused on assisting their respective constituent institutions, and I should add, not consolidating the institutions themselves, or their needed “back office” functions except where mutually agreed in order to share services more economically and effectively.
 - 2) The Board should make a decision to limit the size of each of the two System Offices, and delineate more clearly their responsibilities to assist, but not control their constituent institutions. Higher education functions best bottom up, not top down.
 - 3) Further, the Board should consider restructuring itself to fully take into account the distinct missions of the college and university sectors (as required by section 185a-1c of state statutes), perhaps by dividing into distinct college and university sections, including a coordinating mechanism between them, or even two Boards with a similar coordinating mechanism.
- (7) Finally, let me add these concluding comments:
- 1) We need to return to a discussion of principles that unite us – protecting and promoting public higher education as a social good, and the development of policies and plans to meet that end. It is not a matter of saving money by centralizing control, a policy doomed to failure as it misidentifies the strategic goal. And uniformizing curriculum will not magically overcome the achievement gap and promote equity; that has to be done by concerted efforts of faculty in the classroom supported by student services taking into account the needs of underrepresented and minority groups, both socio-economic and racial/ethnic.
 - 2) We are approaching a decision as to the new CSCU president, as the search process (Board and advisory committees) have now interviewed the finalists. An added “bonus” to announcing the completion and closure of Students First is to allow the new President, in consultation with the Board, System(s) leadership, Faculty and Student Advisory Committees, and, no doubt, listening sessions with the various constituencies, to start afresh, unburdened by a long simmering conflict not advantageous to any of the parties.

What Can be Done

1. Support increased funding for public higher education by at least 10% per year, towards full state funding of this social good essential to the future of the state; fully fund PACT and extend it over time to the universities;
2. Meet with the new CSCU President and discuss ways to go beyond the Students First (SF) conflict by completing and closing SF as a plan, as proposed above.
3. Have a conference of the Faculty Advisory Committee (FAC), the Student Advisory Committee (SAC), university and college leaders (past and present, campus and system) to discuss the overall situation of public higher education in the state, re-affirm our basic principles, and reform our policies in the light of the strengths and weaknesses of past plans.
4. Have members on the Board of Regents who have a significant background in public higher education and understand both faculty and student needs, and reform the Board to adequately take into account the distinct missions of the university and college systems, and the integrity of their constituent institutions.

Attachment C
Community College Students First
Financial Update
March 25, 2021



CT Community Colleges Are Plagued by Fiscal Instability

Currently, 6 out of 12 colleges have negative reserves

Historic Enrollment Declines – 31% decrease in FTE since 2014

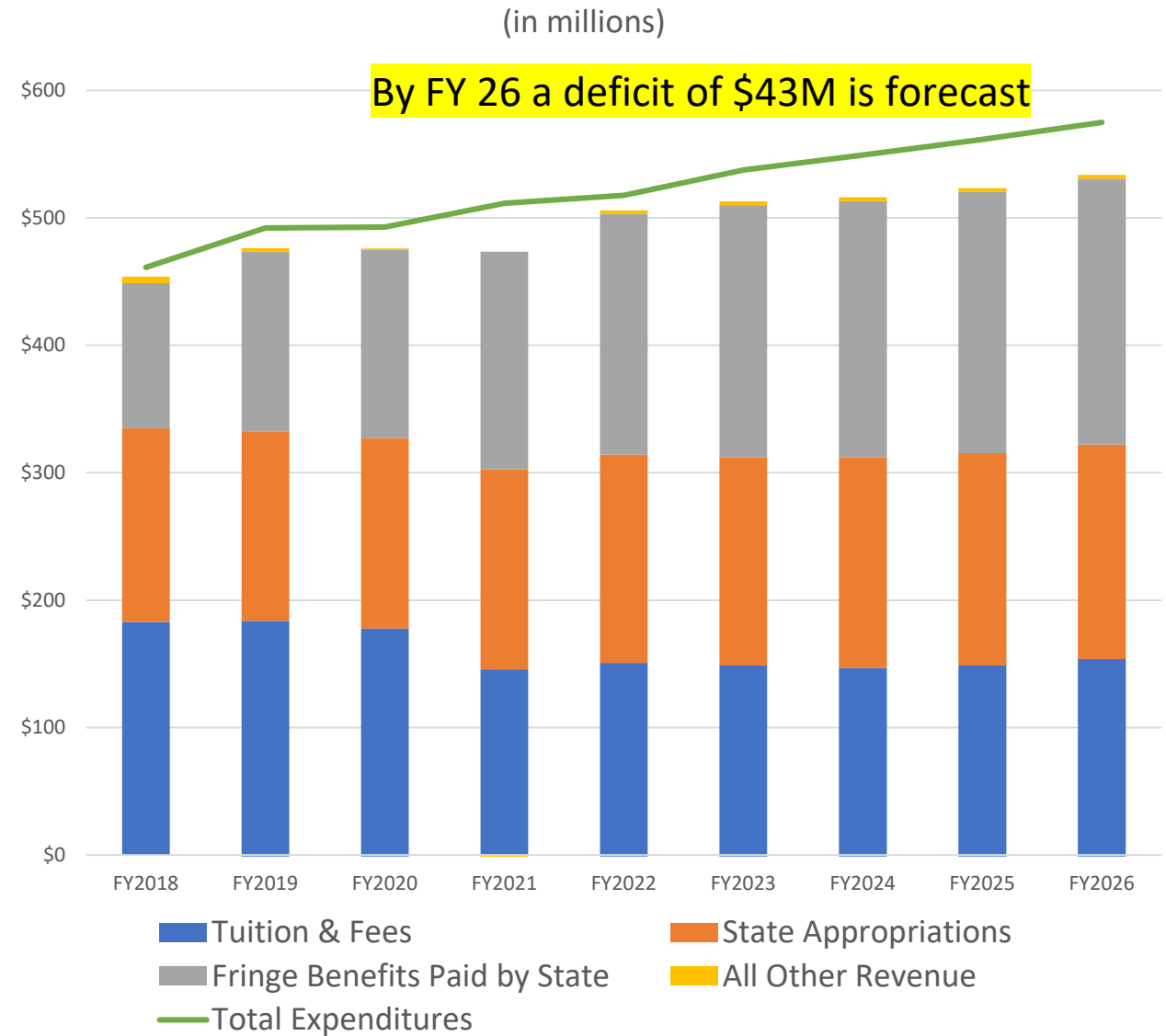
Revenues: Do not keep pace with expenditures

- 70% of revenue comes from State Appropriations
- Tuition increases cannot offset losses without sacrificing affordability and our commitment to access and equity

Expenditures: High fixed costs

- 84% of Expenses are for Personnel (Wages & Fringe Benefits)
- High overhead & duplicated efforts across 12 colleges

CT Community College Baseline Expenditures Outpace Revenues



Students First & PACT Provides Fiscal Stability

A Revenue & Expenditure Solution

Improve Revenue by Increasing Enrollment

- Baseline enrollment forecast is negative
- Implement PACT
- Implement Guided Pathways

Reduce Non-Student Facing Costs

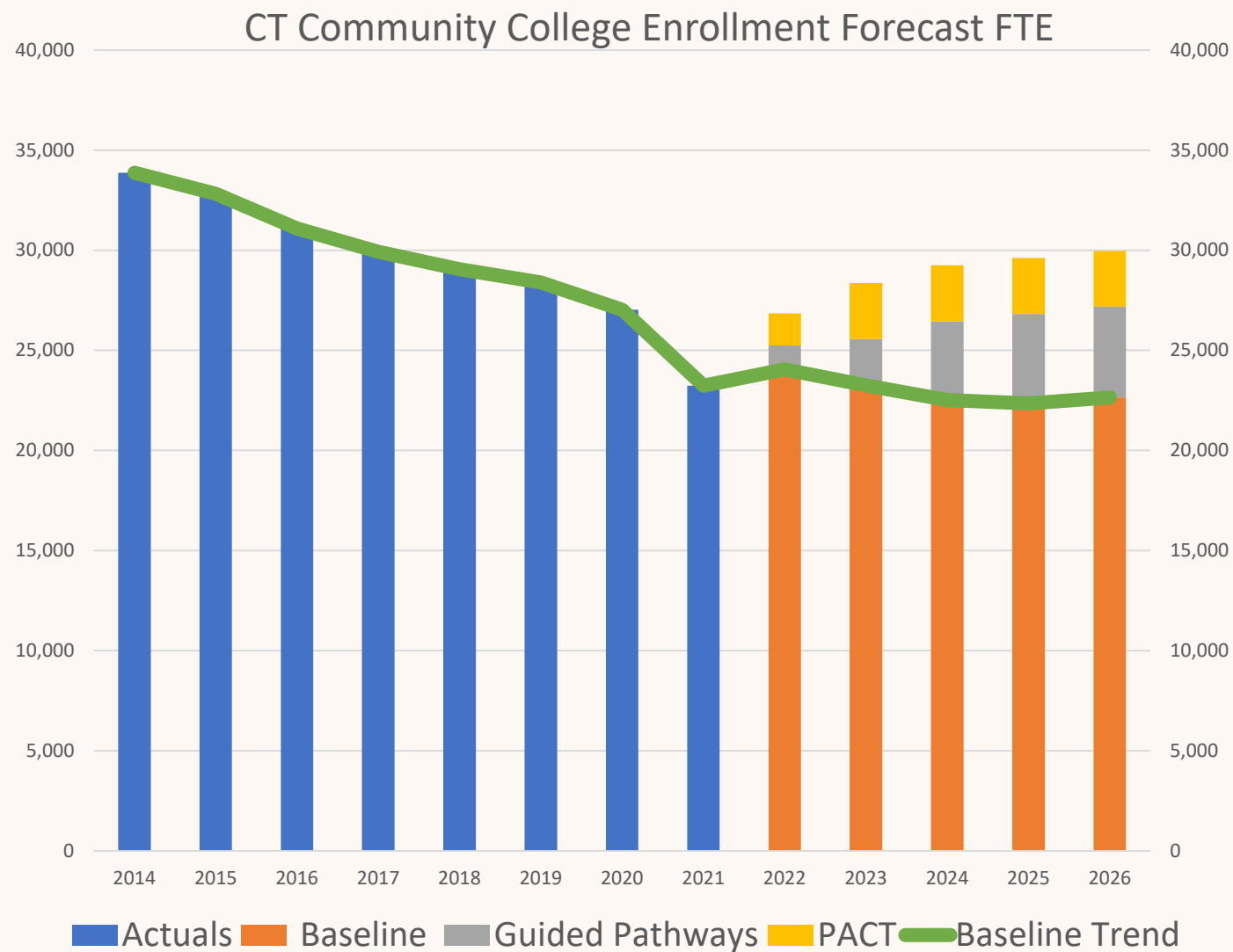
- Eliminate duplication of services
- Align staff with organizational needs
- Implement shared services
- Achieve economies of scale

How Students First & Pact Improves Net Results From Operations

(in \$millions) Disregards Federal COVID Relief Funds



Investing in Student Success to Build Enrollment

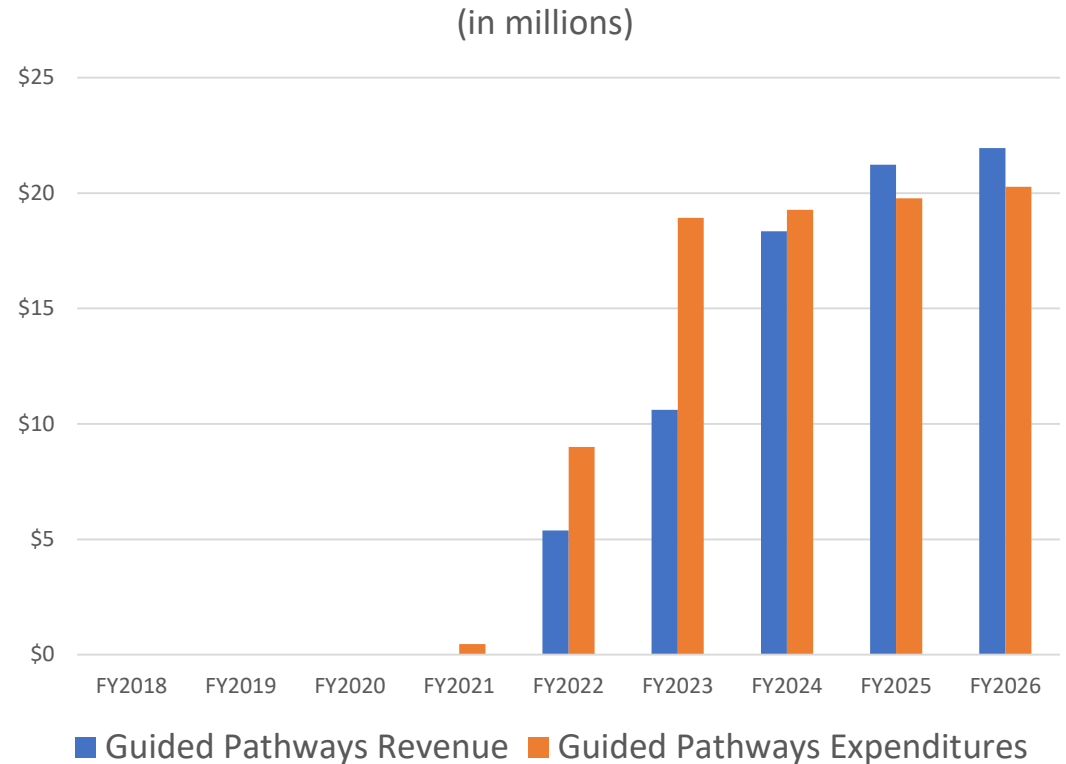


Guided Pathways: An Investment that Promotes Student Success & Increases Retention

Student Retention Produces Revenues

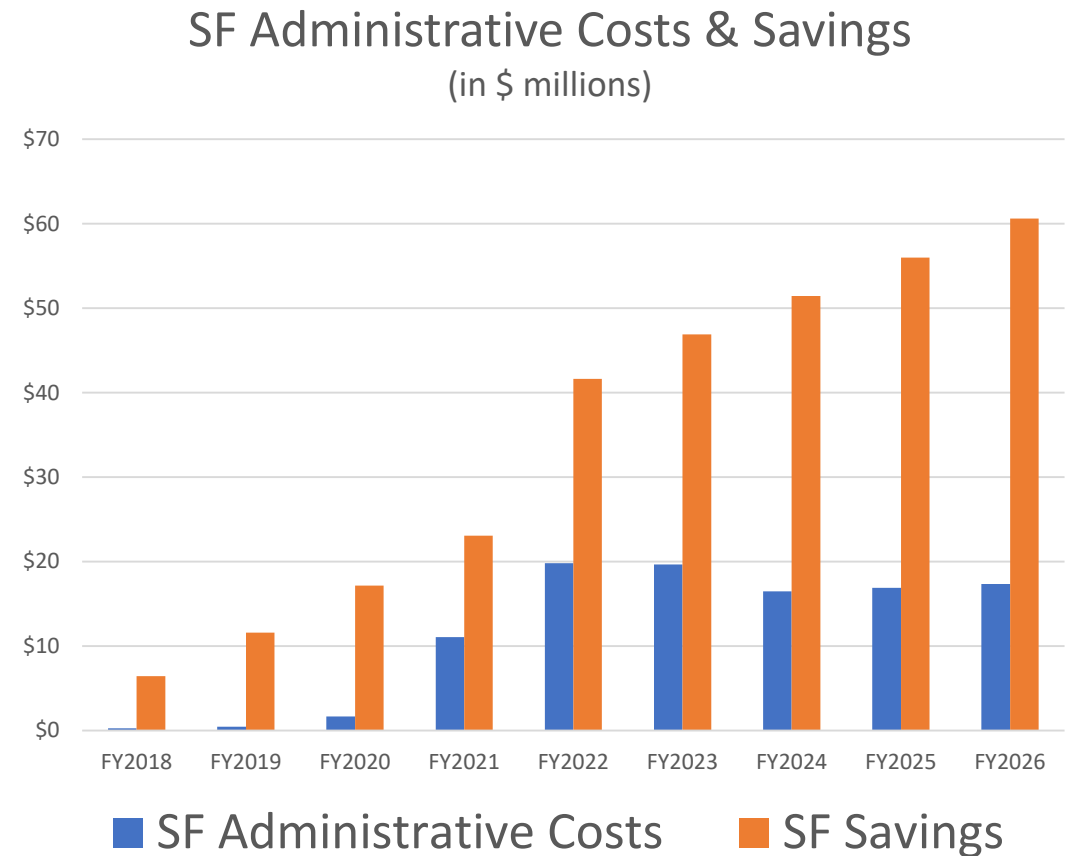
- Guided Pathways hires 175 advisors over three years
 - 35 will be in place by June 2021 on three campuses
- Implementing the Holistic Case Management Advising Model will achieve a 250:1 student to advisor ratio
- Enhancing student outcomes and retention improves revenue

Guided Pathways Costs vs. Revenues



Reducing Costs While Building One College

- Strategic Attrition Management in non-faculty positions has already achieved \$35M in savings from FY 18-21, plus FB
- Investing in One College Administrative Structure yields:
 - Reduced Expenses
 - Opportunities to pursue additional revenue & fulfill our mission



Strategic Attrition Savings in Non-Faculty Staff

How Students First Achieves Savings

- Replaces vacancies with lower cost positions aligned with new design
 - College Presidents with CEOs
 - Campus Deans of Administration with Associate Deans of Campus Operations
- Eliminates duplicated positions as vacancies occur
- Implements shared services for HR, IT, Payroll & Purchasing

FT Non-Faculty Staff Headcount

As of October each Year			
	Hires	Retirements, Death, Separations*	Net Attrition
FY 18 Actual	31	75	-44
FY 19 Actual	40	70	-30
FY 20 Actual	37	76	-39
FY 21 Projected	<u>26</u>	<u>66</u>	<u>-40</u>
TOTAL	134	287	-153

* Excludes Staff Transfers

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Paramedic Studies (CIP Code: 51.0904 / OHE# 017999) leading to an Associate of Science at Housatonic Community College, effective May 2022.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program Paramedic Studies leading to an Associate of Science at Housatonic Community College, effective May 2022.

BACKGROUND

Only students who completed their Paramedic training at the Bridgeport Emergency Medical Institute are eligible for the degree. Now that this training facility at Bridgeport Hospital School of Nursing has closed, Housatonic Community College no longer has an accredited clinical partner for these 30 credits. HCC has looked for two years for a clinical partner, and has finally decided that it is not economically practical to continue the search.

Phase out: May 2022

Students currently enrolled in Paramedic Studies are completing their non-clinical courses, which include very commonly taught courses: English 101, Math 137, Psychology 111, etc. These courses will continue to be available to these students indefinitely.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this Associate Degree. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program General Studies with a Concentration in Engineering Studies (CIP Code: 24.0101 / OHE# 001805) leading to a Bachelor in General Studies at Charter Oak State College, effective Summer 2021.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program General Studies with a Concentration in Engineering Studies leading to a Bachelor in General Studies at Charter Oak State College, effective Summer 2021.

BACKGROUND

The concentration in Engineering Studies, an option in the BS in General Studies degree, is being recommending for discontinuance due to lack of enrollment. In the last 10 years, only 14 students have graduated with this concentration. In the last 6 years, 7 students have graduated with this concentration and there is one student currently enrolled in the Engineering Studies concentration. He is completing this semester.

The Engineering Studies concentration requires students to take most of their courses elsewhere and to transfer them to Charter Oak. This concentration, and other concentrations, were developed when students were coming to Charter Oak with most of their major completed and when Charter Oak offered fewer courses. Over the years, the student body has changed – more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

Since many engineering courses are difficult to offer online, Charter Oak has decided through its program review and strategic planning process to eliminate this concentration. Students will still be able to use their engineering courses to complete a BS in General Studies with a concentration in Individualized Studies.

Phase out: Summer 2021

The one student that is currently enrolled will complete this semester. If for some reason the student doesn't complete, Charter Oak State College will still allow him to complete.

There will be no cost to discontinue the program beyond the cost of staff time to remove the concentration from the website and application.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this Bachelor of General Studies Degree. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Biological Sciences: Anesthesia (CIP Code: 51.3804 / OHE# 003033) leading to a Master of Science at Central Connecticut State University, effective Spring 2021.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program Biological Sciences: Anesthesia leading to a Master of Science at Central Connecticut State University, effective Spring 2021.

BACKGROUND

The MS in Anesthesia is no longer accredited because the entry-level degree requirement for licensure is now a doctoral degree. This program has been replaced with the Doctor of Nurse Anesthesia Practice which admitted its first cohort in Fall 2017.

Phase out: Spring 2021

The last students graduated from this program in Fall 2019 and there are no students currently enrolled.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this Master of Science. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Creative and Professional Writing (CIP Code: 23.1032 / OHE# 011247), specifically a change in modality from hybrid to online modality – leading to a Master of Fine Arts at Western Connecticut State University.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Creative and Professional Writing, specifically a change in modality from hybrid to online modality – leading to a Master of Fine Arts at Western Connecticut State University.

BACKGROUND

This kind of program is typically described as low-residency and Western Connecticut State University will continue to market it as such. However, for compliance with state and NECHE guidelines, the registered degree should be listed as online.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services (CIP Code: 44.0701 / OHE# 002972), specifically a name change to Human Services – leading to an Associate of Science at Capital Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Social Services, specifically a name change to Human Services – leading to an Associate of Science at Capital Community College.

BACKGROUND

The name change will help Capital’s Social Service Degree align with other community colleges in the CSCU system and the “Human Services” degree that will be in place in 2023 for the CT State Community College (“i.e., “one college”). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Service Aide (CIP Code: 44.0701 / OHE# 002491), specifically a name change to Human Services Certificate – leading to a C2 Certificate at Capital Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Social Service Aide, specifically a name change to Human Services Certificate – leading to a C2 Certificate at Capital Community College.

BACKGROUND

The name change will help this certificate at Capital align with the CCC “Human Services” parent degree, other community colleges in the CSCU system, and the “Human Services” degree that will be in place in 2023 for the CT State Community College (“i.e., “one college”). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services: Family and Child Studies Option (CIP Code: 44.0701 / OHE# 019513), specifically a name change to Human Services: Family and Child Studies Option – leading to an Associate of Science at Capital Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Social Services: Family and Child Studies Option, specifically a name change to Human Services: Family and Child Studies Option – leading to an Associate of Science at Capital Community College.

BACKGROUND

The name change will help this degree option at Capital align with the CCC “Human Services” parent degree, with other community colleges in the CSCU system, and with the “Human Services” degree that will be in place in 2023 for the CT State Community College (“i.e., “one college”). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Deaf Studies (CIP Code: 05.021123.1032 / OHE# 002725), specifically a change in modality to online – leading to a C2 Certificate at Northwestern Connecticut Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Deaf Studies, specifically a change in modality to online – leading to a C2 Certificate at Northwestern Connecticut Community College.

BACKGROUND

The Deaf Studies Certificate is currently a low completion program. Many Connecticut residents interested in working with the deaf population live at least 1 hour from NCCC's location. Making this an online program with options of on-ground attendance using HYFLEX will provide a venue for students in all states to procure their certificate in deaf studies and have it stack into the college's Interpreter Preparation Program (ITP). In addition with the consolidation of the 12 community colleges in Connecticut this will provide a program for all CT residents to transfer their ASL courses to NCCC to complete their certificate in Deaf Studies without having to commute. We are also slightly modifying the program by converting the program classes into a 7-1-7 accelerated model to ensure students can finish in 1 year regardless of prior ASL knowledge.

This program will not be limited to in state or neighboring states as it will be accessible to anyone across the USA interested in pursuing a certificate in Deaf Studies.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services: Mental Health Option (CIP Code: 44.0701 / OHE# 006047), specifically a name change to Human Services: Mental Health Option – leading to an Associate of Science at Capital Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Social Services: Mental Health Option, specifically a name change to Human Services: Mental Health Option – leading to an Associate of Science at Capital Community College.

BACKGROUND

The name change will help this degree option at Capital align with the CCC “Human Services” parent degree, with other community colleges in the CSCU system, and with the “Human Services” degree that will be in place in 2023 for the CT State Community College (“i.e., “one college”). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Emergency Medical Technician: Paramedic (CIP Code: 51.0904 / OHE# 002596), specifically a name change to Paramedic Studies – leading to an Associate Science at Capital Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Emergency Medical Technician: Paramedic, specifically a name change to Paramedic Studies – leading to an Associate Science at Capital Community College.

BACKGROUND

The term “Emergency Medical Technician, Paramedic (EMT/Paramedic)” has not been used in the industry for more than ten years. The proper job title in the industry has been “Paramedic” and the program should reflect that since “EMT” is a very different entry-level position that does not require the extensive academic and work experience required to become a “Paramedic.”

The current name causes considerable confusion since many students apply to program believing it is an EMT course. This name change, aside from bringing the program in line with proper industry terminology, would decrease applicant confusion.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Emergency Medical Technician: Paramedic (CIP Code: 51.0904 / OHE# 002585), specifically a name change to Paramedic Studies – leading to a C3 Certificate at Capital Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Emergency Medical Technician: Paramedic, specifically a name change to Paramedic Certificate – leading to a C3 Certificate at Capital Community College.

BACKGROUND

The term “Emergency Medical Technician, Paramedic (EMT-P)” has not been used in the industry for more than ten years. The proper job title in the industry has been “Paramedic” and the program should reflect that since “EMT” is a very different entry-level position that does not require the extensive academic and work experience required to become a “Paramedic.”

The current name causes considerable confusion since many students apply to the program believing it is an EMT course. This name change, aside from bringing the program in line with proper industry terminology, would decrease applicant confusion.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Paramedic: Emergency Medical Instructor Option (CIP Code: 51.0904 / OHE# 006044), specifically a name change to Paramedic Studies – leading to an Associate of Science at Capital Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Paramedic: Emergency Medical Instructor Option, specifically a name change to Paramedic Studies: Emergency Medical Services Instructor – leading to an Associate of Science at Capital Community College.

BACKGROUND

This is a very minor name change in order to add the word “Services” to the title and align the prefix of this degree option name (“Paramedic Studies”) with the updated name for the parent degree.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Interpreter Training Program (CIP Code: 16.1603 / OHE# 004253), specifically a change in modality to online – leading to an Associate of Science at Northwestern Connecticut Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Interpreter Training Program, specifically a change in modality to online – leading to an Associate of Science at Northwestern Connecticut Community College.

BACKGROUND

Many Connecticut residents interested in becoming interpreters live at least 1 hour from NCCC's location. Making this an online program with options of on-ground attendance using HYFLEX will provide a venue for students in all states to procure their AS degree in interpreting and be on the path towards eligibility to interpret in the state of CT and their own home states. In addition, with the consolidation of the 12 community colleges in Connecticut this will provide a program for all CT residents to transfer their ASL courses to NCCC to complete their AS degree in interpreting without having to commute.

This program will not be limited to in state or neighboring states as it will be accessible to anyone across the USA interested in pursuing their ITP degree. The only other online Interpreter Training Program that provides courses that prepare students for the Registry of Interpreters National Interpreter Certificate exam is a Bachelor's degree at St. Catherine's University. The tuition cost is \$44,480/year. Some college may be offering online courses at this time due to COVID-19.

Fiscal Impact:

The initial cost will be purchasing equipment to establish HYFLEX classrooms. The adjunct faculty presently teaching courses will need training. As the program grows a program coordinator and 1 full time faculty will need to be hired to accommodate the increase in student population. Adjunct faculty will be hired to teach classes as they are doing presently.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Master of Business Administration (CIP Code: 52.0201 / OHE# 002970), including the addition of online modality – leading to a Master of Business Administration at Southern Connecticut State University.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Master of Business Administration, including the addition of online modality – leading to a Master of Business Administration at Southern Connecticut State University.

BACKGROUND

Since the creation of our MBA Program, management education has undergone several changes over the past two decades. Employers want graduates with leadership skills and the ability to work together as teams. More importantly, whereas in the past MBA programs comprised of several stand-alone courses with large number of credits, with students left to integrate them in solving business problems, the reality of the current business practice is that MBA graduates are expected to integrate the various business disciplines in solving business/corporate problems. The proposed program does that by introducing two new integrative knowledge courses to help students learn the integrated approach to analyzing and solving problems, and prepare them to actually use the skills to solve real world business challenges

Graduates from the SCSU MBA program are found in many businesses in New Haven and elsewhere. In recent times, the concentration in Healthcare Administration has become very popular with health professionals from Yale New Haven Hospital and other health institutions in the surrounding areas. In addition, students in finance and Marketing readily find employment. Many of our accounting undergraduates, who are already employed, come back as part-time students to complete the MBA to enable them earn the 150 credits they need for their CPAs. The students in the program are mainly employed and are seeking upward movement; the MBA is a way to improve managerial skills for promotion or to perform better at work.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Spanish (CIP Code: 16.0905 / OHE# 000636) – specifically the fusing of the B.S. and B.A. degrees into one B.S. with four concentrations at Southern Connecticut State University.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Spanish, specifically the fusing of the B.S. and B.A. degrees into one B.S. with four concentrations – leading to a Bachelor of Arts or Bachelor of Science at Southern Connecticut State University.

BACKGROUND

The Department of World Languages and Literatures (WLL) proposes revising the current degrees of B.A. and B.S. in Spanish for students interested in pursuing clear pathways to employment. The revised program will fuse the B.S. and B.A. degrees into one B.S. with 4 concentrations: 1) Teacher Certification 7-12; 2) Hispanic Studies; 3) Health and Human Service Professionals, and 4) Translation Studies. While the concentration in Teacher Certification 7-12 will be revised from the current B.S. in Spanish 7-12 program, the revision of the other three concentrations (Hispanic Studies; Health and Human Service Professionals; and Translation Studies) will be based on the foundational curriculum of the current B.A. in Spanish program.

The benefits of this program revision are twofold: one is to meet the current trend of major reconfigurations in the higher education and the other is to train more professionally-oriented students. The 2008 recession, increased tuition costs, and the student loan crisis have produced a nation-wide "crisis in the humanities," or a trend among students to choose majors that offer clear pathways to post-graduation employment. The downward trend in student interest in the Humanities suggests that a dramatic curricular overhaul is needed to continue the offering of Spanish majors at SCSU and grow our numbers through strategic recruitment. The WLL department is proposing to fuse the current BS and BA programs so that we can continue to offer Spanish as a major at SCSU while at the same time making students workforce ready by creating three of four concentrations that prepare students for the workforce.

It is important to note that not all of these concentrations are new. SCSU has long been offering a BS in Spanish, which has always been our Teacher Certification program. The new B.S. in Spanish fuses the current BS program in Teacher Certification with the three other new concentrations submitted along with this application. Certified Spanish Teachers constitute a teacher shortage area in the State of Connecticut. SCSU's program will continue to help the state remedy the teacher shortage in the same way that it has been doing for years.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – School Health Education (CIP Code: 13.1307 / OHE# 000623), specifically the addition of online modality – leading to a Master of Science at Southern Connecticut State University.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – School Health Education, specifically the addition of online modality – leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

The School Health Education MS Program is the only graduate program with a focus in school health education in Connecticut and one of the few in the northeast region. This unique distinction positions the program well to meet market needs. Current workforce trends in preK-12 public schools indicate the need for an increase in certified health education teachers. These trends are driven by such influences as a new one credit high school graduation requirement for students in Connecticut and that many districts are requiring physical educators to also hold a teaching certification in health education. Students who successfully complete the MS in School Health Education are eligible for a cross-endorsement in health education thus meeting the stated need in school districts.

These workforce trends drive the need for a minor revision to modify instructional modality. Many applicants and students have indicated that an online course delivery format is preferred. A transition to a fully online program will result in greater flexibility and contribute to an increased number of health educators prepared to lead and teach preK-12 school health education programs, hence broadening the workforce. Offering this program online will also increase the number of applicants within Connecticut, and also expand the applicant reach to other states; particularly the border states. This change will support the institution goals of increasing graduate enrollment, developing a prepared workforce, and increasing affordability and accessibility for students while reflecting the most recent professional trends and standards.

Fiscal Impact:

None.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Clinical Documentation Improvement (CIP Code: 51.0707, OHE# TBD) – leading to a C3 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Clinical Documentation Improvement, leading to a C3 Certificate at Charter Oak State College.

BACKGROUND

Clinical Documentation Improvement (CDI) is a growing area in healthcare that is related to Nursing, Health Information Management, and Medical Coding, all of which are current programs at Charter Oak State College.

Many hospitals and regulatory agencies have recognized that a focus on quality clinical documentation integrity can improve financial reimbursement and patient care. Hospitals are implementing Clinical Documentation Improvement Programs to solve issues that occur due to incomplete or ineffective documentation, yet there are not college programs that teach the skills needed for this role in healthcare organizations.

The program fits perfectly in the online environment. It will take advantage of the strengths of the Health Science and Technology Department:

- Expert faculty
- Established curriculum
- Strong degree programs that the certificate students may want to take advantage of after the completion of their certificate.

This certificate is especially attractive to Charter Oak because current students in the Health Information Management, Health Care Administration, and RN to BSN programs are the perfect demographic that would be interested in this program. There would be an internal group of prospects for this program with easy marketing opportunities. For external marketing, in addition to marketing to initiatives mentioned above, the program will be marketed with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

The program will be marketed to Hispanic and Black Nursing Associations and hospitals in minority communities. We will continue to explore other organizations that are related to specific population groups. To help students succeed we have free online tutoring. Advisors will assist with issues the students may have and can offer community resources for specific populations.

The cost to develop 5 new courses is \$15,000. Tuition will cover the cost of the development; usually break even comes the second time the course is offered.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Management: Sport Management Option (CIP Code: 31.0504, OHE# TBD – one for on ground/hybrid, one for online) – leading to an Associate of Science at Gateway Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Business Management: Sport Management Option, leading to an Associate of Science at Gateway Community College.

BACKGROUND

The Bureau of Labor Statistics reports that the demand for entertainment and sports occupations is expected to grow by 7% through 2026, which is faster than the national average, and within Connecticut, jobs in sports showed an 18% increase in the last decade with “coaching and scouts” listed as “Hot Jobs”. There are 11 sport venues in Connecticut, nine professional sports teams (including developmental leagues), and 23 colleges that play intercollegiate sports. Each of these present wonderful opportunities for our students because they require numerous support positions to be filled. The types of careers they will be hiring for include media, marketing, ticket sales, event management, and more. In February 2021, Indeed.com listed 503 jobs in sports in the state of Connecticut.

Jobs available to students with an associate degree with a sport management focus include: facility and event management, sport sales, coaching, public relation specialist, fitness management at health clubs, YMCAs, and more. For students transferring to a four-year school, the degree also makes students more attractive for college work/study and internships within the schools’ athletic departments which can open doors to financial assistance for the students who work there.

Gateway’s program will be aligned with Southern Connecticut State University’s Sport Management program in both learning outcomes and program courses. Both institutions are working together to build a strong transfer track, and have outlined and agreed upon, a 2+2 program which will provide a seamless transfer and graduate students with a 4-year degree. We have discussed sharing resources, instructors, and student opportunities to build a strong network. Members of Southern’s Sport Management program have already agreed to be part of Gateway’s advisory board.

Because this program is an option, it does not require a program coordinator. There is already a faculty member with the education and experience to teach the courses specific to sport.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Integrative Biological Diversity (CIP Code: 26.1307, OHE# TBD) – leading to a Master of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Integrative Biological Diversity, leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

This integrated graduate program was approved by the BOR, initially to be offered at WCSU with courses from the other CSUs. According to the minutes from BOR ASA meeting June, 2017,

Integrative Biodiversity... is a first of its kind, a CSCU integrated graduate program. It is cost effective and leverages faculty and existing courses.” and “One of the best things is that the expertise is leveraged across all four CSUs.

In an effort to support affordability and better use of the resources the state has already invested in, this degree draws together biology and environmental faculty from SCSU and WCSU, with a longer-term goal of involving faculty from all CSCU campuses in a shared degree.

This program brings existing courses from graduate programs in Biology and Environmental Studies at SCSU together with Biology graduate courses from WCSU. By using existing courses, the program leverages the content expertise across campuses, and increasing enrollment in existing classes as they begin to serve more than one degree program. This breadth of expertise also increases the student’s ability to specialize. For example, rather than studying with the only herpetologist on one campus, students will now have accesses to all those with specialties in herpetology in the system.

This program in Integrative biological diversity is developed to leverage faculty strength in diverse organismal biological systems across the BOR in an effort to attract students with an applied interest in conserving and protecting the organisms that live in the environment in alignment with regional and international priorities.

The proposed joint MS in Integrative Biological Diversity will support the training of organismal biologists and environmentalists who can support industries in reclamation biology, land-use, and development, policy and environmental consulting, train teachers to inspire students by emphasizing biodiversity education in their classrooms, as well as train and empower people to transform into environmentally responsible citizens. Losses in biodiversity will have a significant impact on farming, fishing, forestry, and the availability of clean water.

Biodiversity and ecosystems are the basis of a significant part of the economy and a large part of existing jobs that depend on the health and balance of the environment as demographics change and human population grows. Examples include jobs in the wildlife areas such as fisheries and sustainable agricultural practices, epidemiology and vector sciences that monitor the stability of the spread of disease through vector pathogens, and management of raw materials. People will

need to build buffers from sea level rise, especially in coastal wetlands. The projections for employment of individuals with Masters Degrees are predicted to grow by 18.4 percent by 2022 (Achieve, 2012; McKinsey Global Institute, 2012).

Furthermore, it prepares students for further scholarship if interested in attending a doctoral program in the future. In summary the program provides a visionary industry needed pipeline of trained adults who will immediately support land use management, sustainable business, environmental policy, scientists, environmental education, and public stakeholders.

Potential students will be recruited from surrounding communities including their teacher professional development, non-profit groups and public agencies. Connecticut public and private university undergraduate programs will be notified of the programs and the university Open House events as well as public events that may serve to recruit interested community members. It is projected that enrollments will likely grow to 15-20 matriculated students per semester at SCSU. WCSU currently has approximately 30 students enrolled. The program coordinators will actively pursue students from diverse ethnic/racial, economic, and gender groups. Students will be actively recruited from the four CT State University campuses, surrounding community organizations and employers. Program coordinators will actively pursue university support for full time students in the program through university assistant position, research assistantships and available scholarship opportunities.

The program is cost effective because it operates in parallel with existing graduate programs in the BOR, leverages existing graduate courses, and provides a mechanism for filling these courses to capacity across the system. Two of the 4-year colleges with existing graduate programs (SCSU and WCSU) have agreed to contribute at least one course per semester, with course offerings increasing as programmatic enrollment increases at the rate of 1 additional course per 10 students.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Curriculum and Instruction (CIP Code: 13.1202, OHE# TBD) – leading to a Master of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Curriculum and Instruction, leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

This MS will allow candidates with a bachelor's degree and teaching certification the opportunity to obtain their Master's degree. The Connecticut General Assembly passed legislation in 2012 requiring all teachers to earn a master's degree in order to move from their Provisional Level certification to the Professional level. Additionally, the legislation was amended in 2017 to limit which master's programs would be acceptable. The State Department of Education deemed that MS programs in Curriculum & Instruction were valid for this requirement.

Additionally, this new program is at the heart of the university's desire to become a leader in Social Justice. One of the required courses in this program is a new course titled, "Teaching for Equity and Justice". We feel that this is an important course for all certified teachers. There is also an entire concentration centered on Social Justice in education. This will be an attractive option for those looking to further their knowledge in this area.

The proposed MS program will be housed in the Department of Curriculum and Learning within the College of Education and will replace the current MS in Education. The faculty who will be involved in this program are experts in all phases of teacher preparation.

A major strength of Southern is its commitment to producing and mentoring minority teacher candidates. According to the state document, *Minority Teachers in Connecticut: A Durational Shortage Area Technical Report*, in Connecticut's three largest urban districts, upwards of 85% of the students are minorities, while less than 30% of the teachers are. This difference is staggering, and one that Southern is working to rectify. The hope is that this program will attract minority teachers, as well as those that are sensitive to the plight of minority teachers.

One of the rationales for creating this new MS program was equity and social justice. We feel it is crucial for Connecticut teachers to be well-versed in what it means to teach equitably. That is why we included a mandatory core course on social justice and equity issues in the classroom. Additionally, we created an entire concentration in social justice for those who want to get even more involved in promoting change.

The cost-effectiveness of this program stems from the fact that almost all of the resources needed are already in place on campus. The vast majority of the courses existed previously as electives in other master's degree programs. Thus, the majority of courses in the proposed MS already exist as do the full-time faculty to teach them. Present adjunct faculty numbers will not change and new faculty hires will be able to contribute to the proposed program.

We plan to enthusiastically market this program to graduating students who have gone through our various certification programs. We feel that there are concentrations built into this program that would be of interest to many different students. For example, we are going to offer concentrations in Literacy, STEM, Science Education, Social Justice, etc. Additionally, we plan to vigorously market to school districts to promote to their newer faculty members.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Acceptance of Selectees for Board of Regents Faculty Awards

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2010-21 academic year, and

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2020-21 academic year.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Acceptance of the Board of Regents Faculty Awards

BACKGROUND

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS

For the 2020-21 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted nominations within the five award categories for the Board's consideration.

RECOMMENDATIONS

Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached.

04/09/2021 – BOR-Academic and Student Affairs Committee

04/22/2021 – Board of Regents

BOARD OF REGENTS

FACULTY AWARDS

2020-21 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards^{1&2}

(Connecticut State Universities)

Teaching Awards^{1&2}

(Connecticut Community Colleges)

Research Awards^{1&2}

(Connecticut State Universities)

Scholarly Excellence Awards^{1&2}

(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards³

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. Susan Koski	Associate Professor/Criminology & CJ
Eastern	Dr. Susan DeRosa	Associate Professor/English
Southern	Dr. Rachel Furey	Assistant Professor/English
Western	Dr. Maya Aloni	Associate Professor/Psychology

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

System's Teaching Award (Connecticut State Universities)

Dr. Maya Aloni
Western Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck	Mrs. Amely Cross	Associate Professor/STEM
Capital	Mr. Joshua Hummel	Associate Professor/Humanities
Gateway	Mrs. Jessica McLawhon	Associate Professor/Social Sciences
Housatonic	Mr. Matthew Dunne	Associate Professor/Behavioral & Social Sciences
Middlesex	Patrick Bryan, Ph.D.	Associate Professor/STEM
Three Rivers	Dr. Vandana Basu	Assistant Professor/Math and Science
Tunxis	Ms. Tatiana Machado	Associate Professor/Business Administration

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

System's Teaching Award
(Connecticut Community Colleges)

Mr. Matthew Dunne
Housatonic Community College

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. Rati Kumar	Associate Professor / Communication
Eastern	Dr. Thomas J. Balcerski	Associate Professor / History
Southern	Dr. Jason W. Smith	Assistant Professor / History
Western	Dr. Joshua Cordeira	Associate Professor / Biological and Environmental Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

System's Research Award

Dr. Thomas J. Balcerski
Eastern Connecticut State University

BOARD OF REGENTS
FACULTY AWARDS
Scholarly Excellence Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck	Dr. Kobie Stewart	Assistant Professor / Careers
Tunxis	Joyce Voisine	Associate Professor / Early Childhood Education

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System's Scholarly Excellence Award

Dr. Kobie Stewart
Asnuntuck Community College

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Ms. Jessica V. Zolciak
Manchester Community College
Adjunct Professor – Biology

&

Dr. Regina Miller
Charter Oak State College
Adjunct Professor – Social and Behavioral Sciences/Early Childhood Education

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above:
The other nominees were:

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck	Ms. Kathleen Powers	Adjunct Professor / Liberal Arts
Capital	Ms. Alexandra Carey	Adjunct Professor / Humanities
Housatonic	Ms. Debra Kressu-Owen	Adjunct Professor / Business
Manchester	Ms. Jessica V. Zolciak	Adjunct Professor / Biology
Tunxis	Ms. Patti Klein	Adjunct Professor / English
Central	Dr. Sylvia Jalil-Gutierrez	Adjunct Professor / Anthropology
Charter Oak	Dr. Regina Miller	Adjunct Professor / Social and Behavioral Sciences/Early Childhood Education
Eastern	Professor Brenda Westberry	Adjunct Professor / Sociology and Criminology
Southern	Elena Epifano Byrne	Adjunct Professor / English

BOARD OF REGENTS
FACULTY AWARDS

Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Dr. Charles Baraw Southern Connecticut State University	Dr. Steven Brady Southern Connecticut State University	Dr. Mark Cistulli Central Connecticut State University
Dr. Neeta Connally Western Connecticut State University	Dr. Kelli Custer Western Connecticut State University	Ms. Jacqueline Decker Tunxis Community College
Dr. Mark Fabrizi Eastern Connecticut State University	Mr. Douglas Goodrich Naugatuck Community College	Dr. Chelsea Harry Southern Connecticut State University
Ms. Marie Kulesza Central Connecticut State University	Dr. Andrea Levy Middlesex Community College	Mr. Andrew Marvin Three Rivers Community College
Dr. Fatma Pakdil Eastern Connecticut State University	Ms. MaryBeth Rajczewski Asnuntuck Community College	Ms. Shelly Stoeher-McCarthy Southern Connecticut State University
Dr. H. Howell Williams Western Connecticut State University	Dr. Richard Zipoli Southern Connecticut State University	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

Honorary Degree Nominations for 2021 Commencements

<u>Institution</u>	<u>Nominee</u>	<u>Commencement</u>
Eastern Connecticut State University	Mark Boxer Maryam Elahi Jeffrey A. Flaks	

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Approval of Nominations for Honorary Degrees

BACKGROUND

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with the approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE

The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION

The nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

04/09/2021 – BOR Academic & Student Affairs Committee

04/22/2021 – Board of Regents

Mark Boxer, Executive Vice President and Chief Operating Officer for the University of Hartford

Dr. Mark Boxer '83 was named executive vice president and chief operating officer in June 2020 following his retirement from Cigna, where he served as global chief information officer for nine years. He was responsible for driving Cigna's worldwide technology strategy and overseeing the health company's technology operations, digital capabilities, analytics, and ventures.

Prior to joining Cigna, Dr. Boxer was group president, Government Healthcare at Xerox and served as deputy global CIO for the Xerox Corporation. Before joining Xerox, he was a member of Anthem's executive leadership team and served in various leadership roles at that company, including CEO and president of Technology, Operations, and Government Services, chief operations officer, chief information officer, president of Consumer Health Plans, and chief strategy officer. Prior to joining Anthem, Dr. Boxer was senior vice president of Information Technology and E-Commerce at Cigna Healthcare and served as chief information officer of Healthsource, a Cigna acquisition. He also spent 10 years with Hewlett Packard (Digital) in various senior technology management roles. He began his career with HP as a divisional CFO and group controller.

In addition to several corporate board positions and venture advisory roles, Dr. Boxer is a University of Connecticut (UConn) trustee and is an alumni representative for the Medical University of South Carolina. He has been recognized for his industry achievements by Computerworld, Insurance & Technology magazine, and the STEMconnector Consortium. He is a founding member of the Internet Ecosystem Innovation Committee (IEIC).

Dr. Boxer, a champion for advancing the employment of people with different abilities, is a recipient of the American Association of People with Disabilities "Justice for All" Award along with two United States congressmen.

He earned a Bachelor of Science in Engineering and a Bachelor of Arts in Physics from the University of Hartford, and in 2013, was awarded the UHart Alumni Association's highest honor for distinguished alumni, an Anchor Award. Dr. Boxer holds a Master of Business Administration in Finance from UConn and a Master of Science in Information Systems from Drexel University, as well as a doctorate in Health Administration from the Medical University of South Carolina and a second doctorate in Global Public Health from Arizona School of Health Sciences. He is currently completing postdoctoral research at the University of Oxford, Nuffield School of Primary Care.

Maryam Elahi, President and CEO of the Community Foundation of Central Connecticut

Maryam Elahi is President and CEO of the Community Foundation of Eastern Connecticut. Prior to joining the Foundation in 2013 and for more than 25 years, she served in positions of leadership in the international human rights community as an advocate, teacher, and grant-maker.

Ms. Elahi was the director of the International Women's Program at the Open Society Foundations in NYC from 2007 until 2013. She had previously been the founding director of the Human Rights Program at Trinity College in Hartford, establishing the first undergraduate college Human Rights Program in the United States. She taught courses on international human rights law at Trinity College, as well as at the Oxford University Summer International Human Rights Program. She served as the Advocacy Director on

the Middle East, North Africa, and Europe for Amnesty International in Washington, DC from 1990 to 1997. Over the years, she has led human rights missions to dozens of countries around the world.

Ms. Elahi is a graduate of the Fletcher School of Law and Diplomacy at Tufts University, Boston College Law School, and Williams College. She currently serves on the boards of Connecticut Public and Connecticut Council on Philanthropy. She is also on the advisory boards of numerous international human rights organizations. She was a former chair of the International Human Rights Committee of the American Bar Association and previously served on the boards of the Women's Commission for Refugee Women and Children, Center for Justice and Accountability, and ACLU of CT.

Ms. Elahi was honored in 2018 by the Connecticut Women's Education and Legal Fund for her service to the communities in Eastern Connecticut and for her years of service as a human rights advocate. Ms. Elahi is the recipient of the 2014 Boston College David S. Nelson Public Interest Law Award which recognizes an alum who has made significant contributions to the public sector or in public interest law. She was also recognized as a Global Impact Honoree by the Connecticut Women's Hall of Fame in 2015. Ms. Elahi is a member of the Massachusetts Bar.

Jeffrey A. Flaks, Chief Executive Officer and President of Hartford Healthcare

Over the past three decades, Jeffrey Flaks has been an innovator and leader in the healthcare field, enhancing health care delivery and access throughout Connecticut and beyond. At Hartford HealthCare he oversees a \$4.3 billion enterprise serving more than 1.7 million patients and customers. Innovations at Hartford Healthcare include an Institute model that offers integrated care across six clinical areas; entry as a charter member of the Memorial Sloan Kettering Cancer Alliance, extending access to world-renowned cancer research in Connecticut; and construction of the award-winning \$150 million Bone & Joint Institute, which has introduced a new era for musculoskeletal care in New England.

A proud Connecticut native, Mr. Flaks began his tenure at Hartford HealthCare in 2004 and has served in a variety of executive and operational roles prior to his current position. Before joining Hartford HealthCare, he held leadership roles in health systems in New York and Detroit. In addition to serving on the American Hospital Association's Health System's Council, Mr. Flaks serves as co-chair of the Connecticut Governor's COVID-19 Health System Response Team and was appointed to the Governor's Workforce Council.

Mr. Flaks' career has been marked by significant service to the community outside of his professional role, having served on the Board of Trustees of George Washington University and now as a director of the Connecticut Science Center, Connecticut Public Broadcasting Inc., Hartford Promise and the Connecticut Hospital Association.

Mr. Flaks earned a master's degree in health services administration at The George Washington University, where he is a member of The George Washington University School of Public Health Dean's Council and the University's President's Advisory Council. He received a Bachelor of Science degree at Ithaca College.

RESOLUTION
concerning
**DELEGATION OF AUTHORITY FOR CONFERRING HONORARY
DEGREES FOR COMMENCEMENT CEREMONIES 2021**

April 9, 2021

WHEREAS, the CSCU Policy 1.3 – Granting Honorary Degrees approved on March 15, 2012 via Board Resolution 12-019 provides for honorary degrees to be awarded to honor persons who advance the work and reputation of the Connecticut State Colleges and Universities; and

WHEREAS, the Policy further states that all honorary degrees are granted by the Board of Regents upon the recommendation by the University or College President, and conferred by the Chairperson of the Board of Regents or by a Regent designated by the Chairperson; and

WHEREAS, based on concerns for the ongoing pandemic and social distancing during the hooding ceremony, the Board of Regents delegates the authority for conferring honorary degrees to the University and College Presidents for the 2021 Commencement ceremonies; now therefore, be it

RESOLVED, the University and College Presidents are authorized to confer honorary degrees for the 2021 commencement ceremonies.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review Low Completers

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education accept the submission of the academic program review low completers report by the CSCU institution for the 2019-20 academic year as defined by the Board's Low Completer policy

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Consideration of 2019-20 Academic Program Review Low Completer Report by the CSCU institutions.

BACKGROUND

Board Resolution established the Board of Regents' Academic Program Review Policy on August 21, 2014. This Policy mandates that all academic programs undergo a "comprehensive review" on a periodic basis – at least once every seven years; and established a process wherein the Board would monitor the institutional review procedures. As part of that review process, the Board of Regents Low Completer Policy requires that institutions provide information on programs that meet the criteria for low completion and recommend one of four actions for each identified low completer program, namely:

1. Program Termination
2. Program Suspension
3. Program Consolidation
4. Program Continuation

The results from the Low Completer reports from CSCU institutions is herein presented to the Academic and Student Affairs Committee and subsequently to the Board for its consideration.

RATIONALE

It is the principal intention of the Low Completer Policy to facilitate a process to conduct reviews of low producing academic programs in terms of these programs' productivity over a three-year period. This aspect of program review is also applicable to considerations regarding the duplication of existing programs as an evaluative tool to determine a program's viability and continuation. The assessment analysis and outcomes that result will contribute to making higher education more efficient, sustainable, and valuable to the state of Connecticut and its citizenry.

SUMMATIONS OF INSTITUTIONAL REVIEWS

The reporting institutions identified and reported out on 73 low completer programs. The institutions' actions taken for these programs are summarized in the attached tables.

RECOMMENDATION

It is the recommendation of the Office of the Provost that the Board of Regents accepts the submission of academic program low completer review by the CSCU institutions for the 2019-20 academic year.

04/09/2021 – BOR-Academic and Student Affairs Committee

04/22/2021 – Board of Regents

Connecticut State Colleges and Universities
Low Completer Aggregate Report
2019.2020 Program Reviews

Institution	# of Low Completer Programs	Termination	Suspension	Consolidation	Continuation	Zero Financial Impact
Asnuntuck	1				1	
Capital	0					
Gateway	3				3	
Housatonic	8	6			2	1
Manchester	None					
Middlesex	20	2	1	4	14	7
Naugatuck Valley	None					
Northwestern	None					
Norwalk	None					
Quinebaug	None					
Three Rivers	None					
Tunxis	None					
COSC	None					
Central	4		1		3	
Eastern	None					
Southern	15				15	
Western	22	4	1		17	1
Totals	73	12	3	4	56	9

Connecticut State Colleges and Universities
2019-2020 Academic Program Reviews
Low Completer Report

Asnuntuck Community College			
Program	Credential	Three-Year Completion	Recommendation
Gerontology	Certificate (4)	2.7	Continuation: <ol style="list-style-type: none"> 1. Market to students with the Allied Health programs as many are starting to express interest in the field 2. Market to Assisted Living and Nursing Home personnel in Connecticut and Massachusetts
Gateway Community College			
Program	Credential	Three-Year Completion	Recommendation
Computer Science: Mobile Application Development Option	Associate of Science (8)	1	Continuation: <ol style="list-style-type: none"> 1. Reactivate the Program's Advisory Committee 2. Identify two consultants to meet with members of the Computer Science faculty 3. Creation of a learning rubric identifying key program competencies
Computer Science: Data Security Specialist Option	Associate of Science (8)	0	Continuation: <ol style="list-style-type: none"> 1. Enhance relationships with area businesses and industry—create partnerships with insurance and financial organizations where data security is a priority. 2. Develop relationships with area high schools—building on relationships set through the College's Perkins grant, and special dual enrollment agreements with Hamden High School and Hillhouse High School. 3. Redesign the program's Advisory Committee to include businesses and industry leaders who can advise curriculum changes and internship opportunities.

			4. Investigate transfer articulation opportunities with area four-year institutions, especially SCSU, Quinnipiac University, University of New Haven.
Electrical Engineering Technology	Associate of Science (8)	7	Continuation: <ol style="list-style-type: none"> 1. Enhance relationship with local high schools—building on partnerships such as Hamden High School’s HECA program (Hamden Engineering Careers Academy). Publicize the unique opportunity for high school students to begin foundation courses while still in high school. 2. Marketing strategies focusing on recruiting under-represented populations, such as African-American, Latinx, and women, and jobs waiting after graduation. 3. Program modifications: more stress on prototyping and building circuits in all EET courses and introducing more effective construction techniques; and introduce more computer-based circuit drawings and presentation software (common in industry). 4. Semester course offerings should be more flexible and adapted to those students who can’t be on a four or six semester cycle.
Housatonic Community College			
Program	Credential	Three-Year Completion	Recommendation
Paramedic Studies	Associate of Science (8)	NA	Termination
Industrial Design	Associate of Arts (8)	NA	Termination
Aviation Maintenance	Associate of Science (8)	NA	Under review for termination
Technology Studies	Associate of Science (8)	NA	Under review for termination
Technology Studies, Electrical Option	Associate of Science (8)	NA	Under review for termination
Math / Science, Electrical	Certificate (4)	NA	Under review for termination

English as a Second Language, Advanced English Proficiency	Certificate (4)	NA	Continuation: 1. program contributes to students, community, and college 2. program supports other programs
Theater Arts, Performance Track	Certificate (4)	NA	Continuation: Zero Fiscal Impact 1. Program supports other programs
Middlesex Community College			
Program	Credential	Three-Year Completion	Recommendation
Business Skills	Certificate (4)	NA	Termination
Technology Studies, Engineering Technology Option	Associate of Science (8)	NA	Termination
Fine Arts, Graphic Design	Associate of Arts (8)	7.7	Suspension in order to consolidate with Fine Arts Associate of Arts
Biotechnology	Associate of Science (8)	NA	Consolidation to align with Capital Community College Biotechnology Program for Connecticut State Community College
Biotechnology	Certificate (4)	NA	Continuation: Zero Fiscal Impact 1. All courses in this certificate program are required within the Biotechnology Associate Degree program (to undergo consolidation with Capital CC Biotechnology AS degree program). 2. In addition, this program has attracted students who already have a Bachelor's or Master's Degree and are seeking specialized skills and employment in Biotechnology.
Ophthalmic Medical Assisting	Certificate (4)	NA	Continuation: Zero Fiscal Impact
Accounting Technician	Certificate (4)	NA	Continuation: Aligning with Connecticut State Community College program
Entrepreneurship	Certificate (4)	NA	Continuation: Aligning with Connecticut State Community College program
Child Development Associate Credential	Certificate (4)	NA	Continuation: Zero Fiscal Impact 1. The certificate program has zero fiscal impact. 2. This certificate is under the parent Early Childhood Education AS degree program which has a 3 year (2018-2020) average completion rate of 8.7. 3. Fall 2020, the parent program completed its' self-study and site visit by the National Association for the Education of Young Children (NAEYC). Feedback will be incorporated to strengthen both parent and certificate program.

			4. Increase program specific outreach and recruitments events (virtual & on-ground), develop stronger relationship with the area high schools building a program pipeline.
Communications Networking; Help Desk Technician; Software Developer	Certificates (4)	NA	Continuation: Zero Fiscal Impact 1. All courses are required in existing degree programs, particularly in the Computer Information Technology program. 2. The faculty program coordinator is continuing development work on a proposal to redesign the Computer Information Technology (CIT) Associate degree program along the lines of our Digital Media Production Associate degree program; that is, a “parent” degree with embedded stackable certificates. 3. However, the CIT degree program is listed in Round One of the community college program consolidation project. Round One is still in process with curricular alignment and incorporation of the proposed General Education Core. MxCC faculty have recommended no action with these certificate programs pending the outcome of Round One of the community college program consolidation project.
Corporate Media Production; News & Sports Production; Multimedia Web Design & Development	Certificates (4)	NA	Continuation: 1. These three certificate programs are part of the consolidation academic program, Digital Media Production A.A.S. degree program with a 3 year (2018-2020) average completion rate of 23.0 (inclusive of stackable credentialed programs listed), in the Center for New Media. 2. Students who enroll in this degree program must also co-enroll in a 30-credit specialty certificate representing a “stackable credential” which also serves as a specialization with meaning in the industry. 3. There has been a small but steady increase in completion of these programs which is expected to continue due to the consolidation and stackable credentials in the program.
Broadcast Communications	Certificate (4)	NA	Continuation: Zero Fiscal Impact 1. All courses are required in existing degree programs.
Biotechnology	Certificate (4)	NA	Continuation: Zero Fiscal Impact 3. All courses in this certificate program are required within the Biotechnology Associate Degree program (to undergo consolidation with Capital CC Biotechnology AS degree program).

			4. In addition, this program has attracted students who already have a Bachelor's or Master's Degree and are seeking specialized skills and employment in Biotechnology.
Health Information Management	Certificate (4)	NA	Continuation: <ol style="list-style-type: none"> 1. The program has undergone a significant program modification to meet accreditation standards for the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP), with a name change to Clinical Coding to more accurately reflect the curriculum; approved by the BOR Fall 2020. Accreditation compliance will now allow us to increase our marketing efforts to increase enrollment. 2. Program specific outreach and recruitment are actively underway, working on a pipeline between area high schools and the college, and articulating courses in the program with continuing education programs. 3. This program is under the parent degree of Health Information Management, AS with 21 stackable credits. 4. This program can be completed fully online and on-ground.
Health Information Management	Associate of Science (8)	NA	Continuation: <ol style="list-style-type: none"> 1. The program has undergone a significant program modification to meet accreditation standards for the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) with a name change to Health Information Technology: Data Management, and inclusion of the New General Education core; approved by the BOR Fall 2020. Accreditation compliance will now allow us to increase our marketing efforts to increase enrollment. 2. It has also been approved (Fall 2020) for Unique Program Status under the One College Catalog. 3. Program specific outreach and recruitment are actively underway, working on a pipeline between area high schools and the college, and articulating courses in the program with continuing education programs. 4. We have an articulation agreement with Charter Oak State College for students to transfer to their CAHIIM-accredited bachelor's degree program. 5. This program can be completed fully online and on-ground
Engineering Science	Associate of Science (8)	6.3	Continuation:

			<ol style="list-style-type: none"> 1. This program is part of the Connecticut College of Technology (COT) which prepares students to complete an Associate degree in Engineering Science to transfer seamlessly into a Bachelor's degree Program in Engineering Science with junior level status in a COT affiliated institution (ECSU, CCSU, SCSU, UConn, University of New Haven, University of Hartford & University of Bridgeport). 2. This program is one of the fifth highest in enrollment at MxCC, however students transfer before completing the degree. We are looking at facility upgrades and faculty recruitment to strengthen the program, including an "A-to-B" initiative with CCSU as well as reverse transfer. 3. Current 3 year average (2018-2020) completion rate is 6.3 which is consistent with the 3 year average (2017-2019) of 6.3. 4. Program specific outreach and recruitment are actively underway and working on a pipeline between area high schools and the college to increase enrollment.
Technology Studies, Computer Engineering Technology Option	Associate of Science (8)	2.3	Continuation: <ol style="list-style-type: none"> 1. This program is part of the Connecticut College of Technology (COT).
Technology Studies, Manufacturing Machine Technology Option	Associate of Science (8)	3	Continuation: <ol style="list-style-type: none"> 1. This program is part of the Connecticut College of Technology (COT).
Technology Studies	Certificate (4)	NA	Continuation: <ol style="list-style-type: none"> 1. The certificate program has zero fiscal impact and it is a parent program under the College of Technology
Management Information Systems	Associate of Science (8)	NA	Continuation: Zero Fiscal Impact. <ol style="list-style-type: none"> 1. All courses are required in the Business Administration, Accounting, and Computer Information Technology degree programs. 2. Program Coordinator is also coordinating the Computer Information Technology (CIT) program with no additional course release, therefore no additional personnel are required for the administration of the degree. 3. The TAP degree that would be used to replace this degree has been hold pending consolidation and other system-level initiatives. Once the TAP degree is established for MIS, it will replace this transfer-oriented degree program.

Central Connecticut State University			
Program	Credential	Three-Year Completion	Recommendation
Music	Bachelor of Arts (10)	3.3	Continuation: Recommended action is program revision. The average number of conferrals is 3.3 over the past 3 years. It is important to note that other discipline-specific teacher preparation programs for secondary education (e.g., English, History, Mathematics) count enrollments within a primary major. However, because Music Education prepares students for K-12 instruction, we cannot combine enrollments with Music BA students, even though two-thirds of the coursework overlaps. For this reason, students who initially explore the BS Music Education but decide against pursuing certification can typically graduate on time with the BA degree. Headcount enrollment in the program has averaged 13.7 students over the past 3 years. When combined with the Music Education students, program enrollment and conferral rate increases. As noted in the recent feedback from the National Association of Schools of Music (NASM), the program requires revision. Given the number of faculty is sufficient (per NASM's review) and the number of students currently enrolled in the BA and BS(ED), temporarily suspending the program would significantly impact student success. Program revision can be successfully accomplished while serving our current students
Music Education	Bachelor of Science (10)	3	Continuation: Recommended action is program revision. The average number of conferrals is 3 over the past 3 years. Headcount enrollment in the program has averaged 44.3 students over the past 3 years. NASM notes that the current overall number of students enrolled as music majors (all programs) is almost twice the minimum (25) required by NASM standards for a music unit offering both undergraduate and graduate programs. Although enrollment is strong enough to support a higher conferral rate, it appears that students are initially attracted to the program but do not remain in the program or become stalled. As noted in the recent feedback from the National Association of Schools of Music (NASM), the program requires revision. Given the number of faculty is sufficient (per NASM's review) and the number of students currently enrolled in the BA and BS(ED), temporarily suspending the program would significantly impact student success. Program revision can be successfully accomplished while serving our current students.

Music Education	Master of Arts (5)	2.7	Suspension: This program was suspended on June 5, 2020. The average number of conferrals is 2.7 over the past 3 years. Using feedback from a recent accreditation visit from the National Association of Schools of Music (NASM), the intent is to redesign the program with a hopeful relaunch by Fall 2021.
Southern Connecticut State University			
Program	Credential	Three-Year Completion	Recommendation
English (7-12)	Bachelor of Science (10)	12.3	Continuation: Minor Revisions
English	Master of Arts (5)	2.6	Continuation: Minor Revisions
English	Master of Science (5)	5	Continuation: Minor Revisions
MFA-Creative Writing	Master of Fine Arts (5)	4.3	Continuation: Minor Revisions
French	Bachelor of Arts (10)	1.6	Continuation: Modifications
German	Bachelor of Arts (10)	.6	Continuation: Modifications
Italian	Bachelor of Arts (10)	1.3	Continuation: Modifications
Italian,(7-12)	Bachelor of Science (10)	0	Continuation: Modifications
Political Science	Bachelor of Arts (10)	12.6	Continuation: Minor Revisions
Political Science	Bachelor of Science (10)	10.3	Continuation: Minor Revisions
Political Science	Master of Science (5)	4	Continuation: Modifications
Romance Languages	Master of Science (5)	4.6	Continuation: Modifications
Spanish	Bachelor of Arts (10)	10.3	Continuation: Modifications

Spanish, (7-12)	Bachelor of Science (10)	3.6	Continuation: Modifications
Theatre	Bachelor of Arts (10)	9.6	Continuation: Modifications
Western Connecticut State University			
Program	Credential	Three-Year Completion	Recommendation
Digital and Interactive Media Arts	Bachelor of Arts (10)	NA	Program Continuation: 1. We have only been awarding degrees for a few years, there is steady growth. As of Fall 2020, there are fifty majors
Applied Computing	Bachelor of Arts (10)	NA	Program Continuation: 1. This is a degree completion option for students who struggle with the BS in Computer Science. There are no separate courses for this degree, so there is no revenue impact. We expect the degree conferral numbers to be low as we strive to help students complete the BS>
American Studies	Bachelor of Arts (10)	1.6	Program Termination: 1. We are currently going through governance processes to close this program.
Mathematics	Bachelor of Arts (10)	NA	Program Continuation: 1. This department has recently completed their program review and they are devising new recruiting strategies. In addition, they have added the BS in Applied and Computation Mathematics, which is meant to bring in new students for both degrees. NOTE: Our main recruiting event, "Who Wants to Be a Mathematician" was cancelled due to COVID-19. We hope to see improvement when we are able to bring high school students to campus next year.
Mathematics	Master of Arts (5)	NA	Continuation: 1. We anticipate growth in this program as a result of the new BS in Applied and Computational Mathematics. 2. We will monitor these numbers for impact and reconsider if they do not improve.

Contract Major	Bachelor of Arts (10)	NA	Continuation: Zero Fiscal Impact 1. This program is designed to support creative students in need of a unique path. It will always be small. 2. All degree plans are built on existing courses, so there is no financial impact.
Earth and Planetary Sciences	Bachelor of Arts (10)	.75	Termination: 1. After completing the recent program review, we are closing this degree program. We are in the governance review process now.
Earth and Planetary Sciences	Master of Arts (5)	.75	Termination: 1. After completing the recent program review, we are closing this degree program. We are in the governance review process now.
Meteorology	Bachelor of Science (10)	NA	Continuation: 1. This program is completing its program review this year. We will determine next steps when that process is complete.
BA Anthropology/Sociology	Bachelor of Arts (10)	NA	Continuation: 1. This program has just started the program review process this year. We will investigate strategies for growth as part of that process.
Economics	Bachelor of Arts (10)	NA	Continuation: 1. This program has just started the program review process this year. We will investigate strategies for growth as part of that process.
Social Sciences	Bachelor of Arts (10)	NA	Continuation: 1. This program has just started the program review process this year. We will investigate strategies for growth as part of that process.
Spanish	Bachelor of Arts (10)	NA	Continuation: 1. While the numbers of graduates in this program remains small, most of the curriculum also serves an emerging area of expertise in translation (a minor), and we have identified that as an important recruiting tool for heritage speakers. All foundational classes are always full, and upper levels run with reasonable enrollment caps. In addition, this department supports

			the general education curriculum for all BA students in need of at least two semesters of a foreign language.
Music	Bachelor of Music (10)	8.6	Continuation: <ol style="list-style-type: none"> 1. The BM in Music has several options. Having just completed our visit from NASM, we are examining recruiting, scheduling, and consolidation options. 2. NOTE: BM in Audio Production and the BS in Music Education are thriving and much of the curriculum is shared across programs.
Music	Master of Science (5)	4	Suspension: <ol style="list-style-type: none"> 1. Admission to this program has been suspended. 2. We are currently developing a proposed revision to attract a wider range of students.
English	Master of Arts (5)	NA	Termination: <ol style="list-style-type: none"> 1. This program is recommended for closure. We are currently going through the governance processes required.
Elementary Education	Bachelor of Science (10)	NA	Continuation: <ol style="list-style-type: none"> 1. This program is on a growth trajectory. We have finally completed the phase out of the older, discipline-based programs, which impacted our completion data. The last two years moved from 9 to 18 degrees awarded and we expect this to continue.
Secondary Education	Bachelor of Science (10)	NA	Continuation: <ol style="list-style-type: none"> 1. This program is completing the program review cycle and will have a visit from CAEP in April. 2. As part of that review, we are working on a plan to enhance recruiting.
Health Education	Bachelor of Science (10)	NA	Continuation: <ol style="list-style-type: none"> 1. This program is completing the program review cycle and will have a visit from CAEP in April. 2. As part of that review, we are considering the feasibility of this program.
History	Master of Arts (5)	NA	Continuation: <ol style="list-style-type: none"> 1. This program is in the midst of the Program Review process.

			2. As part of that review, we are considering the feasibility of this program.
Teaching	Master of Arts (5)	NA	Continuation: 1. The launch of the new MAT has not yielded the projected enrollments. 2. We are now examining an alternate year cohort model.
Nursing Education	Doctorate of Education (1)	NA	Continuation: 1. WCSU partners with SCSU on this degree. While many are admitted through Southern (and therefore they award the degree), the curriculum is evenly split between the two campuses, so the classes are fully subscribed, and the degree completion rates meet the standard.



RESOLUTION

Recognizing

Connecticut State Colleges and Universities

Phi Theta Kappa (PTK) All-Connecticut Academic Team

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the All-Connecticut Academic Team is one of the All-USA Community College qualifying teams sponsored by Phi Theta Kappa, the international honor society of two-year colleges and academic programs; and

WHEREAS, each student selected for the All-Connecticut Academic Team is earning an associate degree, maintains a 3.5 GPA or higher and is involved in campus activities; and

WHEREAS, the 2020 - 2021 All-CT Academic Team includes 29 outstanding CSCU Community College students:

Sally Dejesus, Asnuntuck Community College
Miriam Hintz, Asnuntuck Community College
Deanna Savoir, Asnuntuck Community College
Vincent Walter, Asnuntuck Community College
Laden Hoxha, Capital Community College
Holly Johnson, Capital Community College
Ashley Ayala, Gateway Community College
Larysa Dubrovskaya, Gateway Community College
Margaret Gaughran, Gateway Community College
Joshua Lamoria, Gateway Community College
Daniela Roldan, Housatonic Community College
Geeta Khade, Manchester Community College
Gideon Osei Bonsu, Manchester Community College
Nadia Zuniga, Manchester Community College
Eva-Larue Barber, Middlesex Community College

John Howell, Middlesex Community College
Irving Amaral, Naugatuck Valley Community College
Lisa Marschall, Naugatuck Valley Community College
Julia Henrickson, Northwestern Connecticut Community College
Madison Peladeau, Northwestern Connecticut Community College
Erin Sullivan, Northwestern Connecticut Community College
Emily Kempa, Norwalk Community College
Jack Waters, Norwalk Community College
Rowan Coleman, Quinebaug Valley Community College
Breana Weidele, Quinebaug Valley Community College
Jean Charles, Three Rivers Community College
Weili Li, Three Rivers Community College
Naomi Benningfield, Tunxis Community College
Madelyn Bourassa, Tunxis Community College

WHEREAS, Madison Peladeau of Jackson, Mississippi and a student at Northwestern Connecticut Community College was also named a Coca-Cola Academic Team Silver Scholar and will receive a Coca-Cola Foundation scholarship; and

WHEREAS, Professors Todd Bryda and Crystal Wiggins devoted their time and expertise in preparing the students for selection; now therefore, be it

RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2020 - 2021 All-CT Academic Team and their advisors.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program in Theatre Arts (CIP Code: 50.0501 OHE # 018729), leading to an Associate of Arts at Capital Community College, with the understanding that the Connecticut State Community College degree program to which this program most closely aligns be reviewed by the Board in fall 2024.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Accreditation of a licensed program in Theatre Arts, leading to an Associate of Arts at Capital Community College.

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs initially licensed by the Board must submit an Application for Accreditation of a Licensed Program during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORSStudent Enrollment

Prior Enrollment Trends				Future Enrollment Projections		
Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
1.2 FTE	2.4 FTE	7.6 FTE	8 FTE	12.4 FTE	20.4 FTE	35.6 FTE
<i>Note: The college was unable to hire a discipline expert/PC to oversee the program during the first two years.</i>		<i>Note: COVID has disrupted program growth since spring 2020 and will likely continue to impact enrollment during 2021.</i>		<i>Moderate enrollment gains are anticipated once on-campus classes resume in Fall 2021 and after the system CC merger in Fall 2023.</i>		

Projected full-time equivalent (FTE) enrollment for program's Year 3: 20.4

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 8

Difference: -12.4

The actual enrollment of this program was lower than projected due to a 2-year delay in being able to hire a discipline expert/Program Coordinator (PC) for this program followed by the unforeseen impact of the COVID crisis beginning in spring of 2020. Prior to COVID, this program had 100% growth in enrollment from year 1 to year 2 and 217% growth from year 2 to year 3 (after the PC was hired), but only 5% growth from year 3 to the beginning of year 4 (the 7th semester) due to COVID. When COVID hit, all courses were temporarily switched to either fully online or hybrid (partially online) formats, which are less than ideal for a Theatre Arts program. The COVID crisis also interrupted the PC's robust efforts to recruit in high school. The PC began presenting at high schools with a team of student performers in March 2020 when the switch to remote learning across the state halted these high-impact recruitment activities. Once fully in-person instruction can resume on campus, we anticipate considerable growth in the program.

Cost Effectiveness

Total Revenue generated by program during its most recent year (2020-21): \$51,934

Total Expenditures apportioned to program in its most recent year (2020-21): 87,371

Difference: - \$35,436

Due to the significant impact on enrollment due to COVID, program expenditures exceeded program revenues in the past year; however, plans to resume on-campus instruction in Fall 2021, the system merger in Fall 2023, and ongoing support from community partners are expected to lead to a projected total net gain (profit) of approximately \$130,834 over the next three years.

Learning Outcomes

Capstone activities in identified course work are designed to assess student learning of the learning outcomes listed below. In addition to the acquisition of general education competencies, graduates that complete the Theatre Arts AA degree will be able to:

1. Perform various job responsibilities of live theatre production through practical, hands-on, place-based experience. (Assessments: THR 110, THR 120, THR 190 THR 210, THR 230, THR 290 and in the following elective courses: THR 225)
2. Demonstrate effective oral, written, and interpersonal communication, collaboration, goal-oriented problem solving, and time-management skills. (Assessments: THR 102, THR 110, THR 112, THR 115, THR 120, THR 190, THR 210, THR 230, THR 290 and in the following elective courses: THR 225)
3. Develop poise, confidence, and stage presence through formal and/or informal performance (Assessments: THR 110, THR 112, THR 115, THR 190, THR 210, THR 290)
4. Cultivate an aesthetic appreciation of the theatre through active engagement with live performance and creative expression. (Assessments: THR 102, THR 110, THR 115, THR 120, THR 190, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)
5. Identify and critically evaluate the history, trends, and diverse cultural perspectives in theatre. (Assessments: THR 102, THR 230 and in the following elective courses: THR 127, THR 225)
6. Recognize and reflect critically upon the ethical dimensions of drama as a social, cultural, and political art form that responds to and impacts society. (Assessments: THR 102, THR 190, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)
7. Create community-based theatre experiences through collaboration with local theatre companies and/or surrounding communities. (Assessments: THR 102, THR 110, THR 112, THR 115, THR 120, THR 190, THR 210, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)

PROGRAM CHANGES

Capital has developed several new courses for the Theatre Arts AA degree since the program's inception.

- Required courses added to the program: THR 210 Acting II, THR 290 Theatre Practicum/Internship (level 2)
- Elective courses added to the program: THR 127 Studies in Contemporary Theatre Production, THR 220 Playwriting, THR 225 Directing

There have also been several non-curriculum enhancements to the Theatre Arts AA degree since the program's inception:

- Expanded Internship options with local professional theatres: Hartford Stage, Theaterworks, HartBeat Ensemble, Sea Tea Comedy Theater, West Hartford Community Theater and UCONN's Connecticut Repertory Theatre.

- Expanded curriculum partnerships with local professional theatres: The THR 225 Directing course now includes a collaborative project with Hartford Stage company. The THR 115 Improvisation course now includes a culminating student performance at Sea Tea's theater.
- An annual CCC theatre production is now available and open to the public (conducted remotely during COVID). The ongoing COVID crisis has had a significant impact on the Theatre Arts program that is traditionally delivered in a primarily "in-person" format.

Course delivery formats and adjustments now include:

- Acting I & II, Directing, Improvisation and Stagecraft are currently HYBRID.
- Theatre History, Playwriting and Voice and Diction are LRON (on-line, synchronous)
- Acting I and II courses now incorporate acting for the camera.
- The Directing course now incorporates video directing and editing.

ADDITIONAL INFORMATION

Capital's Theatre Arts AA program is uniquely positioned to meet the needs of the Greater Hartford's cultural institutions and theatres. Hartford is home to a thriving theatre scene represented by major performing arts institutions such as Hartford Stage, Theaterworks, The Bushnell, Hartbeat Ensemble, and Sea Tea Improv, with access to performing arts hubs in New York City, Boston, and Western Massachusetts. With an industry-wide push to have more Black, Indigenous, People of Color (BIPOC) representation in all aspects of theatre production, Capital's Theatre Arts program can prepare students for growing areas of the performing arts job market. Due to the multidisciplinary approach of the program, students will also be able to apply applicable experience in audio and video production, television, and other support positions in the arts.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this licensed program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

04/09/2021 – BOR Academic & Student Affairs Committee

04/22/2021 – Board of Regents

IT Shared Services

IT Shared Services

Providing Shared/Enterprise Services for 20+ years to the CCCs, CSUs and CSCU.

All 17 CSCU institutions

- Contracts
- Licensing
- Standardize on common platforms/infrastructure (Banner, Microsoft, Cisco, Palo, etc.)
- Information Security (Policy, Standards, Procedures, Risk Assessments, Training, Incident Response, Compliance)
- Information Systems (Blackboard, Library)
- Project Management
- Data, Reporting & Analytics (Web Focus, Data Store)

Community Colleges

- Voice Services (Phone, Voicemail, Jabber, Security Phones, E911)
- Video/Conferencing Services (Video Conferencing Devices/Gateway, WebEx, Teams)
- Email/Collaboration (Email, Calendar, Contacts, OneDrive, Teams, Groups, SharePoint)
- Network Services (Wired, Wireless, Internet,)
- Mass Communication/Emergency Notification (Everbridge, Informacast, Mutualink)
- Information Systems (Banner, Self-Service, myCommNet, DegreeWorks, Touchnet)
- Security Controls (Firewall, Anti-virus, Data Loss Prevention, Email Security)
- Service Management (Service Desk, Change Management)
- Print Management (Printer, Copies, Fax, Scanner)
- Server/Storage Management (Windows, Linux, Server Virtualization, Storage)
- Authentication (AD, SSO, Azure, Multi Factor, NetID Account/Group Management)
- Protective Enclave (Virtual Desktop, Application Virtualization,
- Backup/Recovery (Disk, Tape, Cloud)
- Monitoring/Alerting (Network, Voice, Security, System/Storage)

IT Governance

Has changed, evolved over the years.... continues to be a work in progress.

Community Colleges

- CIO Steering Committee (ICSC)
Review IT Service Requests (Purchase, Design)
May send to the IST for deeper technical review
Committee Members:
 - CSCU CIO
 - College IT Managers
 - CSCU System Office IT Managers
- Information Technology Solutions Team (IST)
Technical review of IT Service Requests
Develop designs & procedures for implementation
Team members:
 - College IT Staff
 - CSCU System Office IT Staff
- Functional/Technical Teams (Service Areas)
e.g. Banner, Blackboard, Library
Provide requirements, feedback, support, documentation, training

State Universities/Charter Oak

- CIO Management Team
Strategic Technology Direction
Committee Members:
 - CSCU CIO
 - State Universities CIOs
 - Charter Oak CIO
- Functional/Technical Teams (Service Areas)
e.g. Banner, Blackboard, Library
Provide requirements, feedback, support, documentation, training

IT Service Management

End-to-end Management of IT services

IT Service Desk/Services Portal

- Contact IT support to make a request or a report a problem with an IT service
- Search/display self-help articles in a Knowledge Base

IT Change Management

- Structured process for planning, scheduling, announcing & implementing changes to IT Services
- Forward Schedule of Changes impacting IT services offered to the CSCU institutions
- Change Advisory Board (CAB) – members from all 17 CSCU Institutions
- Weekly CAB Meetings to review changes, discuss service issues

Service Level Agreements (SLAs)

- Documented agreement between IT Shared Services and CSCU institution(s) using IT service on expected level of service.
- New SLAs being planned for new IT organization for colleges



CSCU Finance Shared Services

HR Sub-Committee Update
April 2021

Finance Shared Service Governance

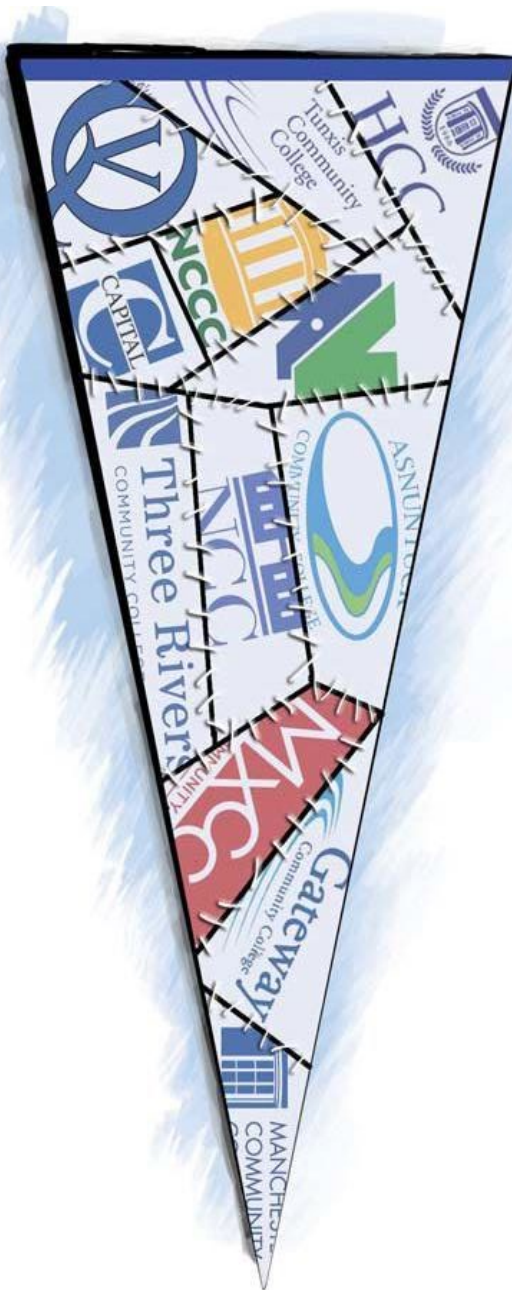
The Steering Committee

Overview:

Finance Shared Services is governed by a Steering Committee comprised of 15 voting members. Members include:

- University CFO from each University, or designee (4)
- Community College Regional President designee representing Academics/Faculty (3)
- Community College Regional President designee with finance or administrative role (3)
- CSCU System Office Chief Financial Officer or Designee (1)
- CSCU System Office Chief of Staff Designee (1)
- The Charter Oak Chief Finance Officer (or their designee) (1)
- CSCU Controller (1)
- CCC CFO (1)

The purpose of this committee, which meets monthly, is to make key decisions when appropriate as well as advise CSCU leadership on matters related to implementation, creation and operation of the Finance Shared Services Operations. The Steering Committee provides strategic advice and ensures continued alignment with priorities, vision, and mission of CSCU.



Payroll Shared Service

Phase 1: 12 CCs, Charter Oak State College, and System Office

Official Start Date: October 23, 2020, processing first payroll cycle on 11/5/2020

Overview:

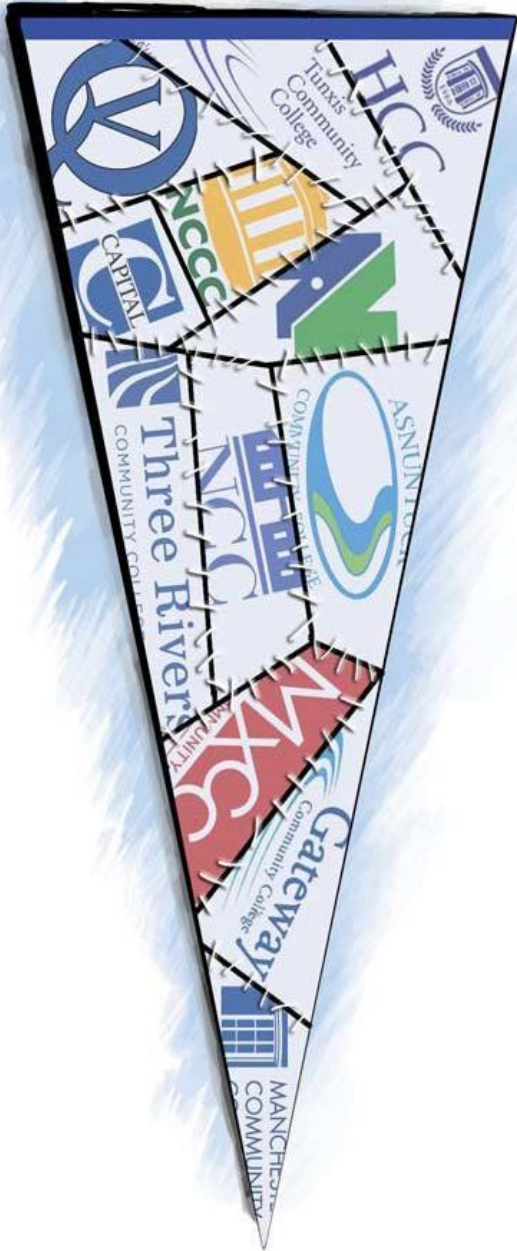
Payroll Shared Services has been processing payroll for the 12 community colleges, Charter Oak State College, and the System Office since October 2020. Payroll and HR have been working closely together to transition into a shared services model. With the exception of some known issues with Part Time Lecturer (PTL) contract payments at Gateway Community College, Payroll has been processing well under the new organizational model.

Efficiencies:

To reduce the amount of manual data entry required by Payroll for certain payments to employees, Payroll/HR Shared Services has worked with CoreCT to develop a process to upload batch payments for transactions such as one-time lump sum payments, longevity, etc.

Upcoming Milestones:

- Hire the Payroll Manager
- Update Service Level Agreement with information gained since go-live.
- Process Longevity Payments for April 1, 2021



Accounting Shared Service

Phase 1: 12 CCs, System Office, and the CSUs (as outlined in the SLA)

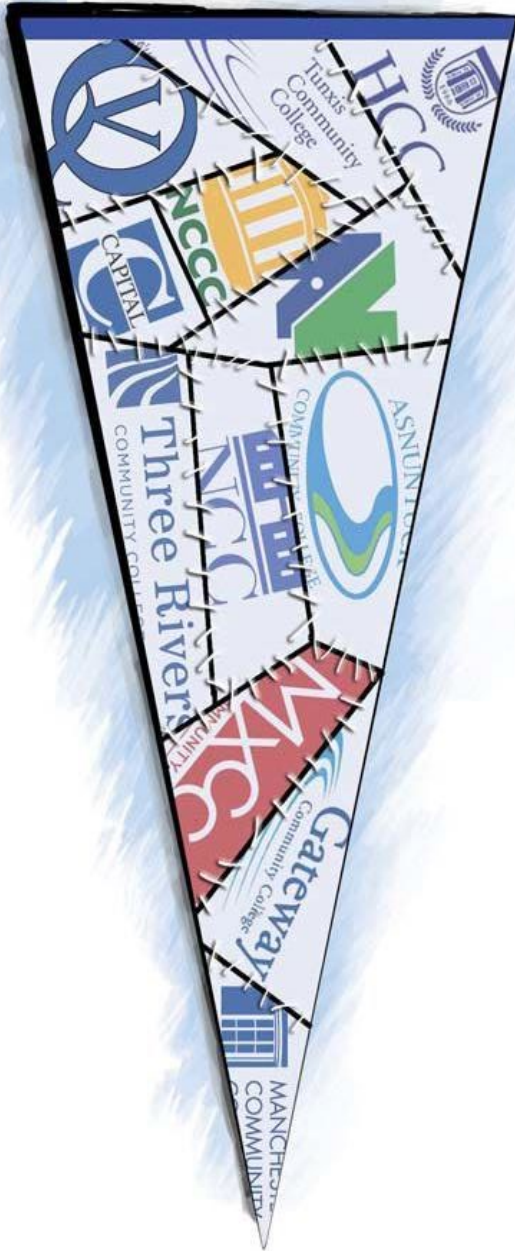
Tentative Start Date: April 2021

Overview:

Accounting has been functioning as a shared service Finance is formalizing this process under the Shared Services governance. In addition to the current functions, Accounting is taking on the role of centralizing Fixed Assets as well as Accounts Receivable. Accounting is in the process of posting a position to help lead the AR shared service set-up.

Upcoming Milestones:

- Implement centralized fixed assets.
- Hire Financial Services Specialist to help stand up AR Shared Service.



Purchasing/AP Shared Service

Phase 1: 12 CCs and System Office

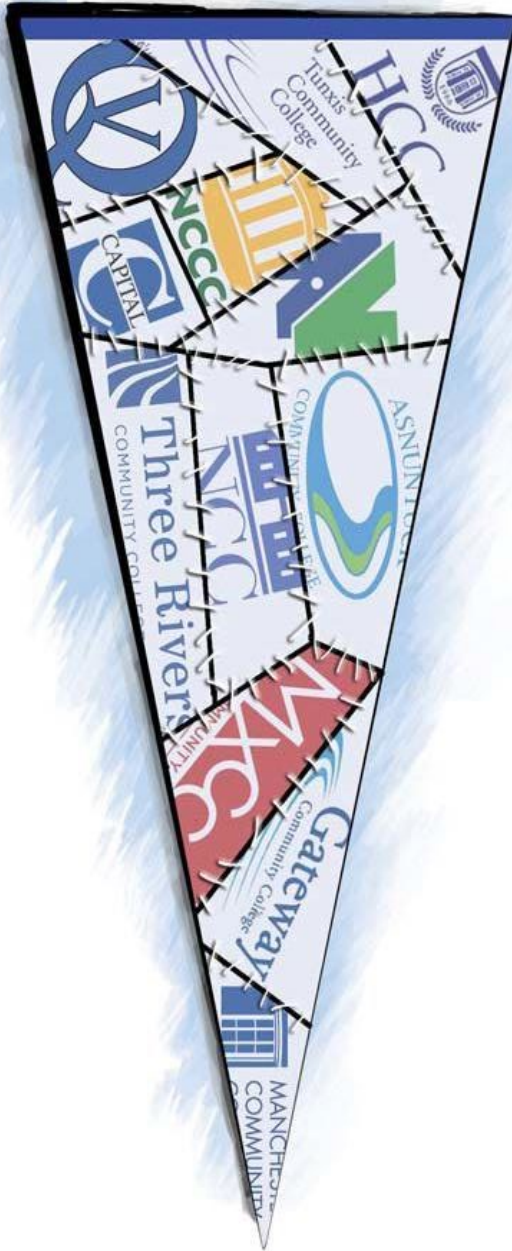
Tentative Start Date: April 2021

Overview:

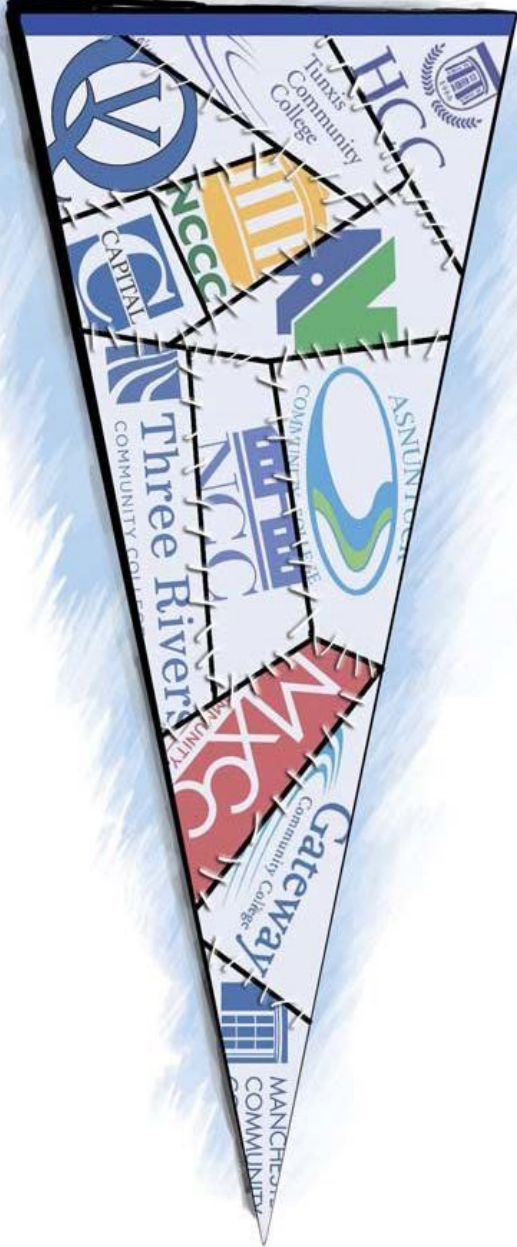
Purchasing and AP will be transitioning as a shared service under the Shared Services governance structure early –mid April. All staff affected have been notified of their lateral move to Shared Services. All functional discovery for both AP and Purchasing has been completed and plans for transition are in progress. One particular challenge has been the "functions" that are going to be left on campus without staff.

Upcoming Milestones:

- Begin the transition for all Campuses
- Hiring: Purchasing Manager, AP Manager, Supplier Coordinator, PCard Admin



Shared Services Positions



Hiring:

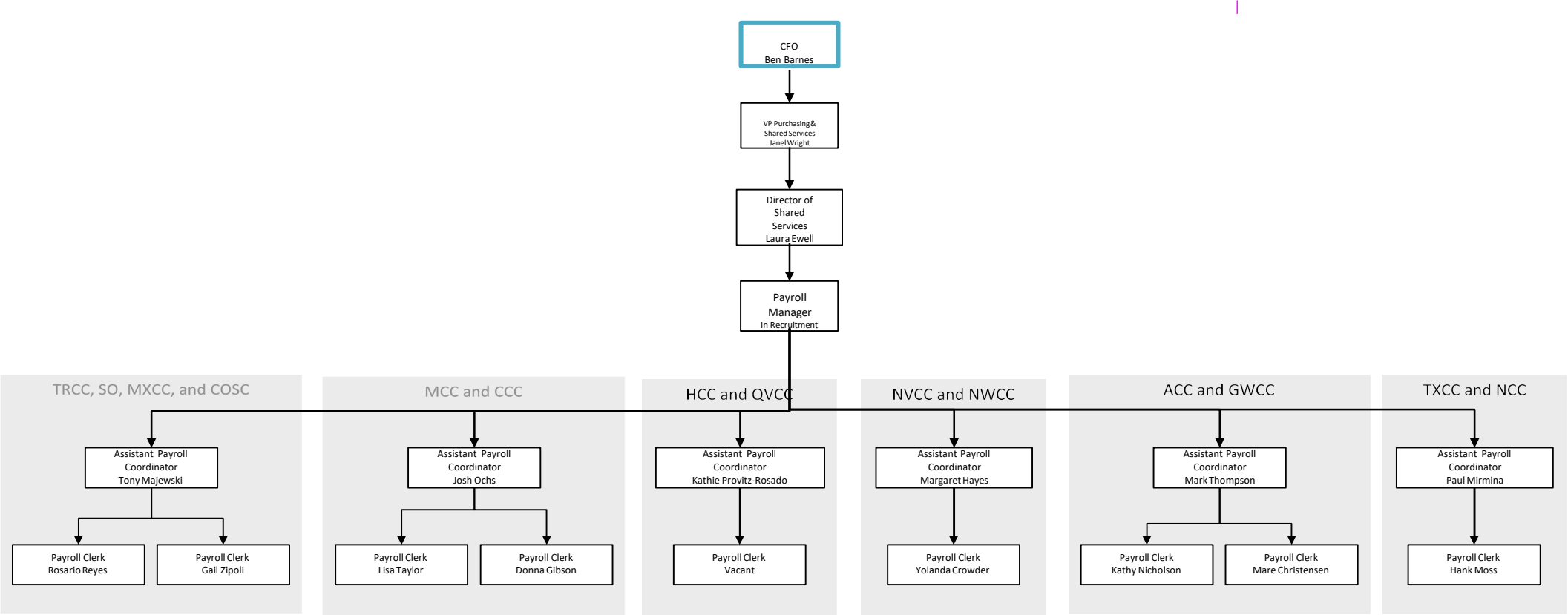
All new positions being hired for Shared Services will be SUOAF positions. These positions will be required to be posted internally with SUOAF first but the intention is to post these publicly for the employees at the colleges to apply. We are or will be hiring for approximately 6 new positions:

- Payroll Manager
- Procurement Manager
- AP Manager
- Supplier Coordinator
- Purchasing Card (Pcard) Administrator
- Finance Services Specialist

Lateral Moves:

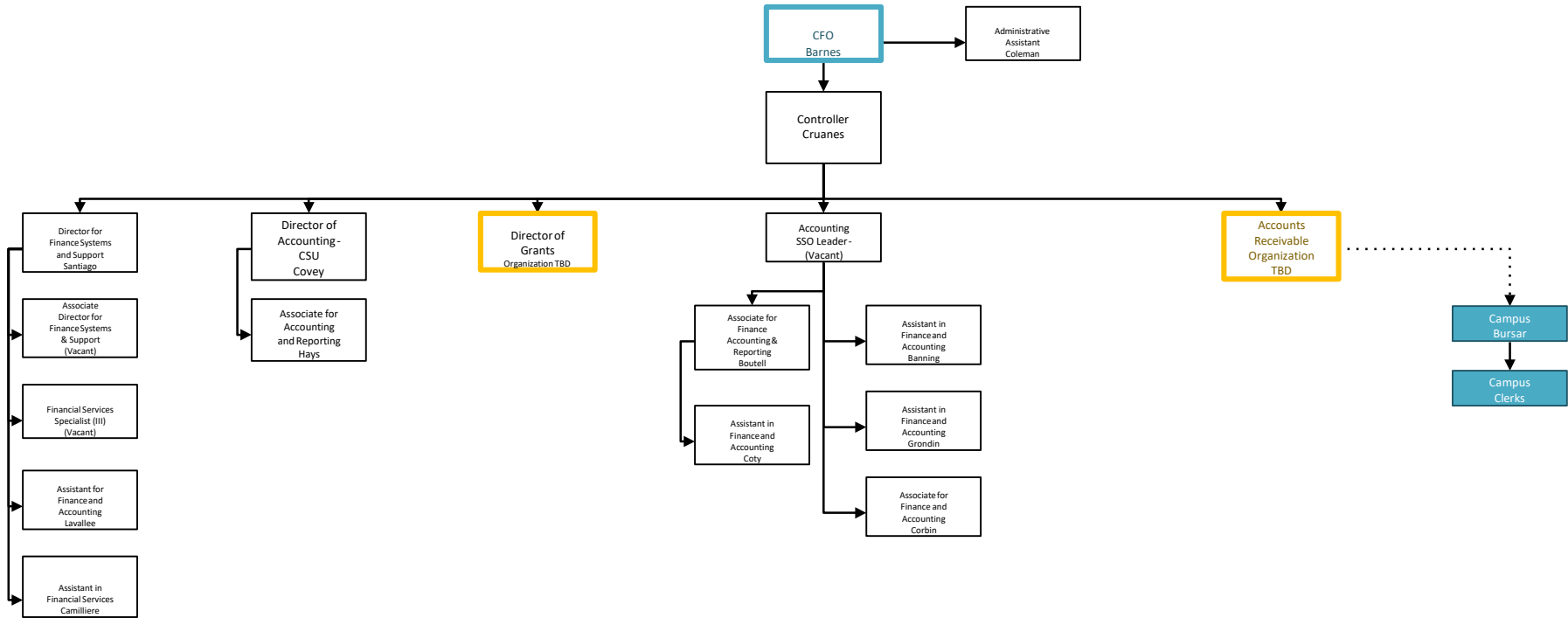
As part of Finance Shared Services we have or are planning to laterally move 33 employees from their college locations. This includes AP, Purchasing, and Payroll. These employees will remain in their current unions but will report into the System Office.

Payroll Shared Service Org Chart



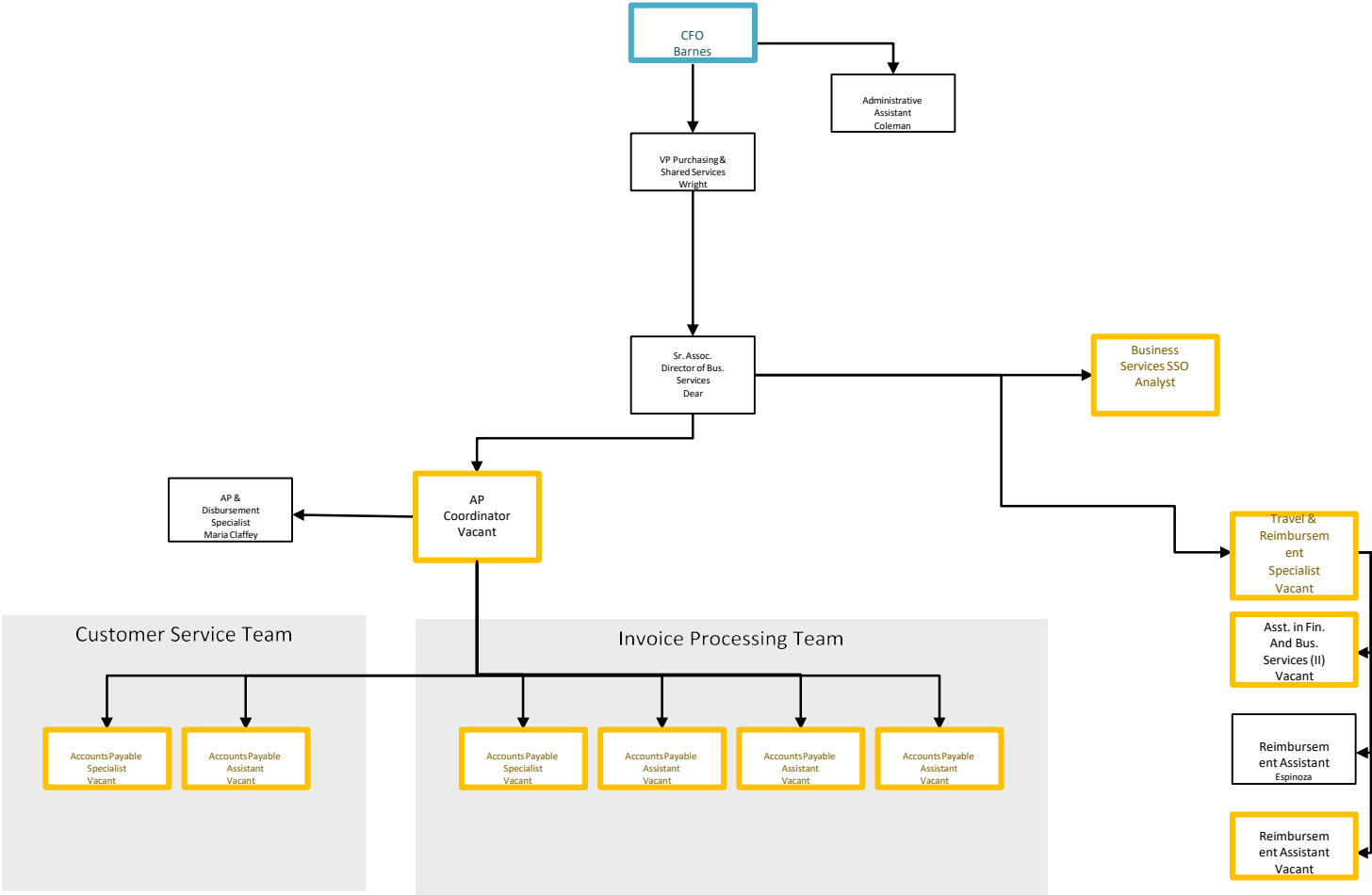
Shared Services
Future Shared Services
Not shared service

Accounting Shared Service Org Chart



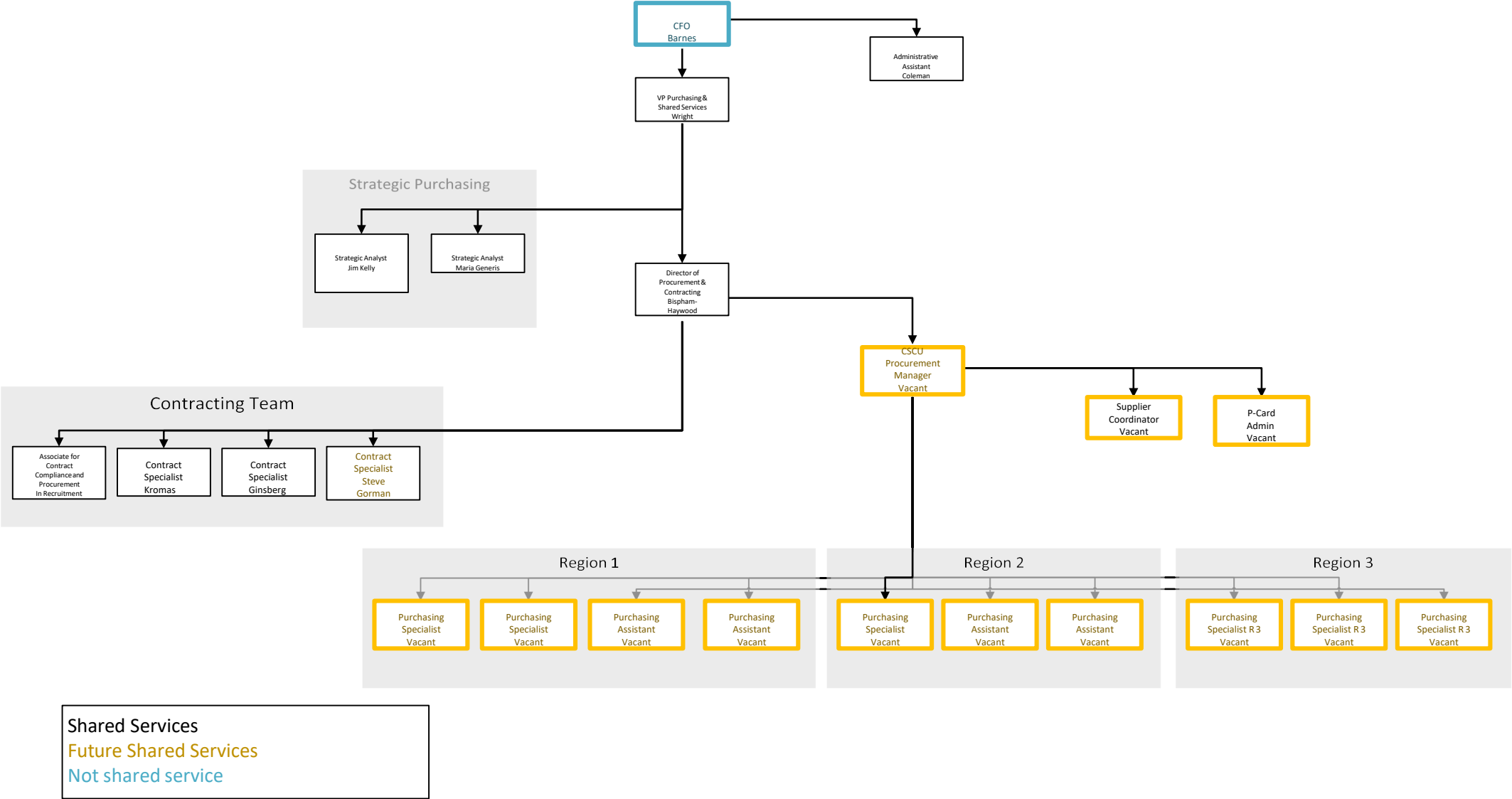
Shared Services
Future Shared Services
Not shared service

Business Services (AP) Shared Service Org Chart



Shared Services
Future Shared Services
Not shared service

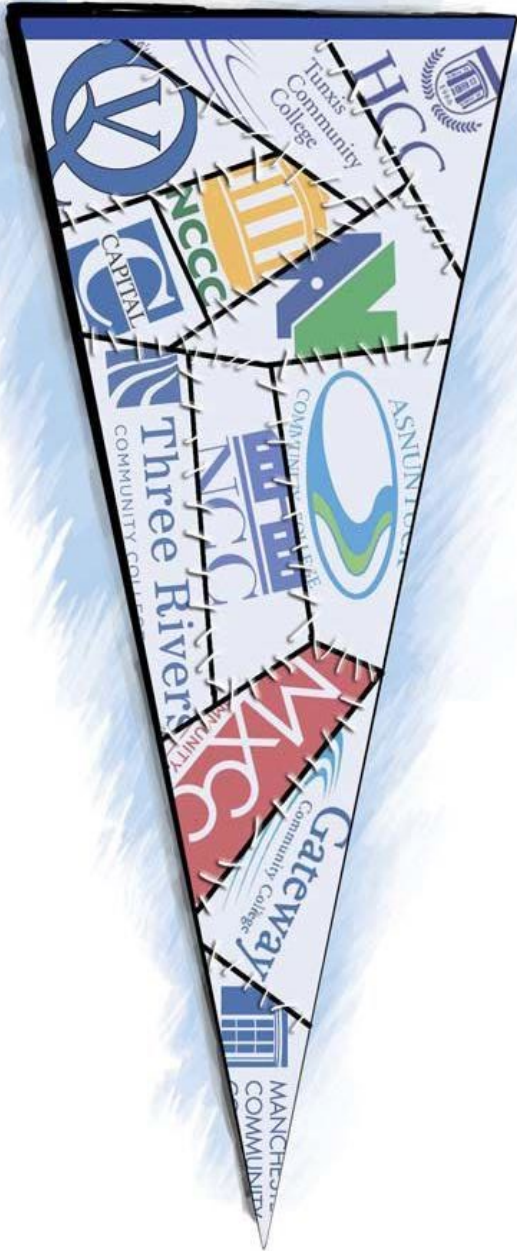
Purchasing Shared Service Org Chart



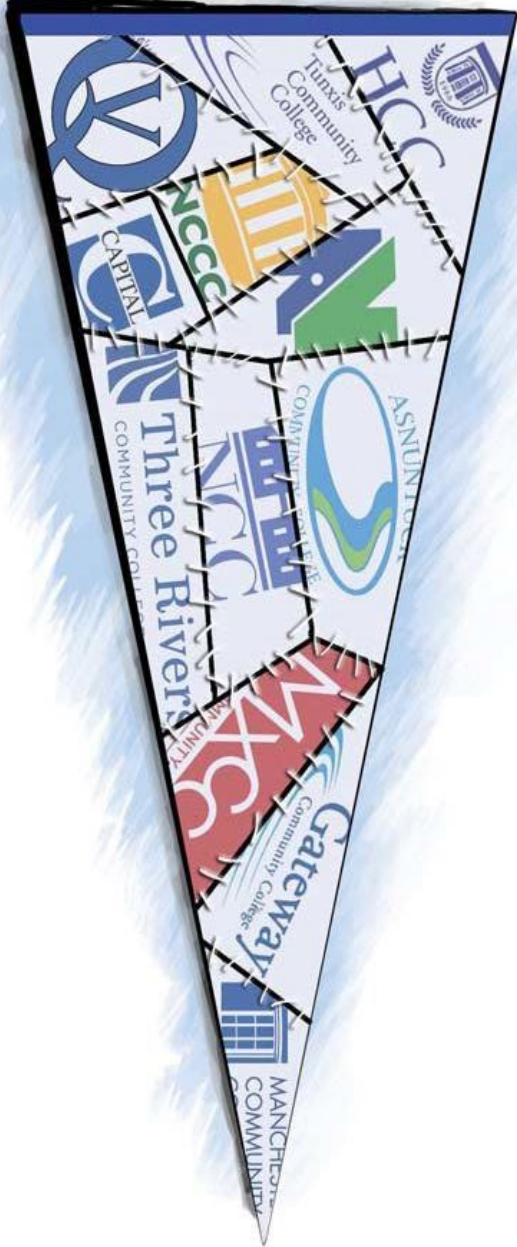
Upcoming Shared Services

Future Shared Services:

- Contracts
- Travel and Reimbursement Compliance
- Grants
- Accounts Receivable
- Others as they are defined



Continuous Improvement



Feedback and Process Improvement:

- Meeting with College CFOs bi-monthly and Regional Presidents quarterly to review status of Shared Services.
- Conducted a survey of tasks for each campus when moving to a Shared Service. Will perform follow up survey to identify additional tasks that may benefit from a shared service.
- Investigation of technology to leverage efficiencies including Hyland and an e-commerce solution.
- Implementation of Self Service modules in Core and Banner.
- Developing a data driven benchmarking tool for continuous improvement.